



# GRADE 6

UNIT THREE  
LESSONS 23 - 33

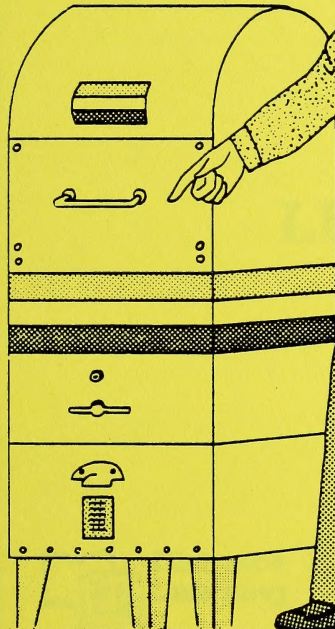
# LANGUAGE ARTS

READING

WORD SKILLS

SPELLING

WRITING



Alberta Correspondence School  
Alberta Education  
Edmonton, Alberta  
T5N 2M8

ALBERTA CORRESPONDENCE SCHOOL  
ALBERTA EDUCATION  
EDMONTON, ALBERTA



# Language Arts 6

## Unit 3

### LESSONS 23-33



Distance  
Learning

Alberta  
EDUCATION

Language Arts 6  
Student Module  
Unit 3  
Lessons 23-33  
Alberta Distance Learning Centre  
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## Self Correcting Exercises for your GRADE 6 LANGUAGE ARTS

To help you learn the different concepts and skills in the Grade 6 Language Arts course we have prepared answers to some of the lesson exercises. This means that you will be more actively involved in teaching yourself. You will be required to correct specific exercises using the answers provided for you in this unit. This immediate feedback to the exercises you complete will help you learn the skills that are taught and will also prepare you for the work in succeeding exercises.


### \*\*\*\*\* HOW TO USE THE SELF CORRECTING EXERCISES \*\*\*\*\*

- Do all the language exercises for each day.
  - When you finish the exercises for the day, check your work with the answers provided at the end of each lesson.
  - If you have trouble with a particular exercise, go back and study the work again, then make corrections in your work. If you still have problems understanding the work, ask your correspondence teacher to help you. You may write to your teacher or you may phone your teacher using the Government Rite system.
  - Remember to check only the exercises to which you have the answers.
  - SEND THE OTHER EXERCISES IN FOR CORRECTION. A list of the exercises to be sent in for correction is given for each lesson.
- \*\*\*\*\*
- Language Arts Lessons 11, 22, and 33 are review exercises so no answers are provided for these lessons.
  - From time to time your teacher may ask you to send in the exercises that you have corrected yourself so it is important that you do all the assigned exercises in the lessons.
  - You may grade the work you correct yourself. Ask your supervisor if she agrees with you.

Enjoy your work!

*Happiness is knowing where you are going and when you get there.*

\*\*\*\*\*



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**A LESSON RECORD FORM MUST BE COMPLETED FOR EVERY LESSON  
SUBMITTED FOR CORRECTION, AS ILLUSTRATED BELOW**

A Lesson Record form with the **correct** label attached **must** be enclosed with **every lesson** submitted for correction, as illustrated below.

Correct use of these labels will ensure prompt processing and grading of your lessons.

The enclosed **Lesson Labels** must be checked for spelling and address details.

Please advise the Alberta Distance Learning Centre promptly of any changes in name, address, school, or any other details and we will issue a revised set of labels. Your file number is permanently assigned and **must** be included on all correspondence with the Alberta Distance Learning Centre. If the proper label and Lesson Record Form is not attached to each lesson as indicated it will delay your lessons being processed and credited to you.

Lesson labels are to be attached to the **lesson record forms** in the space provided for student name and address.

Check carefully to ensure that the **subject name, module number and lesson number** on each label corresponds exactly with the lesson you are submitting.

Labels are to be **peeled** off waxed backing paper and **stuck** on the lesson record form.

Only **one** label is to be placed on each lesson.

LESSON RECORD FORM

FOR STUDENT USE ONLY		FOR A.D.L.C. USE ONLY	
Date Lesson Submitted _____	(If label is missing or incorrect) File Number _____	Assigned Teacher: _____	Lesson Grading: _____
Time Spent on Lesson _____	Lesson Number _____	Additional Grading E/R/P Code: _____	
Student's Questions and Comments		Mark: _____	Credited by: _____
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;">           LESSON            MODULE            FILE NUMBER            COURSE NAME            Name            Address         </div>		Assignment Code: _____	
		Date Lesson Received: _____	
Teacher's Comments		Lesson Recorded: _____	Student name and Address
St. Serv. 14-91		Correspondence Teacher	When revised labels are received, place the <u>correct</u> new labels on your Lesson Record Forms.

**DO NOT MARK OR COVER BAR CODING.**

**CHANGE OF ADDRESS**

If the address on your lesson record form differs from the address you supplied on your registration application, please explain. Indicate whether the different address is your home, school, temporary or permanent change of address.





**LESSON RECORD FORM**  
**0601 Language Arts 6 Unit 3**  
 Revised 89/03

Parent's or Supervisor's Comments:

**For School Use Only**

Assigned  
 Teacher: \_\_\_\_\_

Assignment  
 Code: \_\_\_\_\_

Graded by: \_\_\_\_\_

Lesson Grading  
 Language Arts:  
 Writing: \_\_\_\_\_  
 Reading: \_\_\_\_\_  
 Language: \_\_\_\_\_  
 Spelling: \_\_\_\_\_  
 Neatness: \_\_\_\_\_

Date Lesson Received:  
 \_\_\_\_\_

Lesson Recorded: \_\_\_\_\_

Signature

Apply Lesson Label Here

Name	Address	Postal Code
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*Please verify that preprinted label is for correct course and lesson.*

**For Student Use**

(If label is missing or incorrect)

File Number:  
 \_\_\_\_\_

Lesson Number: \_\_\_\_\_

Date Lesson Submitted:  
 \_\_\_\_\_

**Grading Scale:**

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

## **ALBERTA DISTANCE LEARNING CENTRE**

### **MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS**

#### **1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:**

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

#### **2. POSTAGE REGULATIONS**

Do not enclose letters with lessons.

Send all letters in a separate envelope.

#### **3. POSTAGE RATES**

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

## FIRST DAY

## READING

Legends, Myths and Other Tales

Welcome to a brand new set of lessons and to a brand new unit in your reader!

1. Look at page 4 of the Table of Contents.

What is the title of the new unit?

Glance over the list of titles. How do you think the stories in this unit will differ from the stories in Dreamers and Doers?

A *legend* is a story based on fact, which has come down to us from the past. Legends have been believed by many people even though they may contain imaginary elements like dragons or magic swords. In this unit we will read several legends about knights in shining armor and the brave deeds they perform.

2. Write the titles of two stories in this unit that you think are legends.

3. Write the title of any other legend that you have read.

A *myth*, like a legend is a fanciful tale. Myths began with primitive man who tried to find explanations for happenings of nature such as thunder, fire and other things he did not understand.

- 4. In this unit we will read an African myth which tries to explain why man and animals fear each other. Can you guess which story this might be from looking at the titles at the top of page 5?

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- 5. Read the poem "Daydreams," page 318.

Do you think the *distant day* the writer mentions is in the future or in the past? \_\_\_\_\_ Why do you think this?

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- 6. Explain what you think the author means in the last two lines of the poem.

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- 7. Look at the design on page 319. What does it make you think of?

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Tell why you think the design is or is not appropriate as an introduction to Legends, Myths and Other Tales.

I think the design (is, is not) appropriate because

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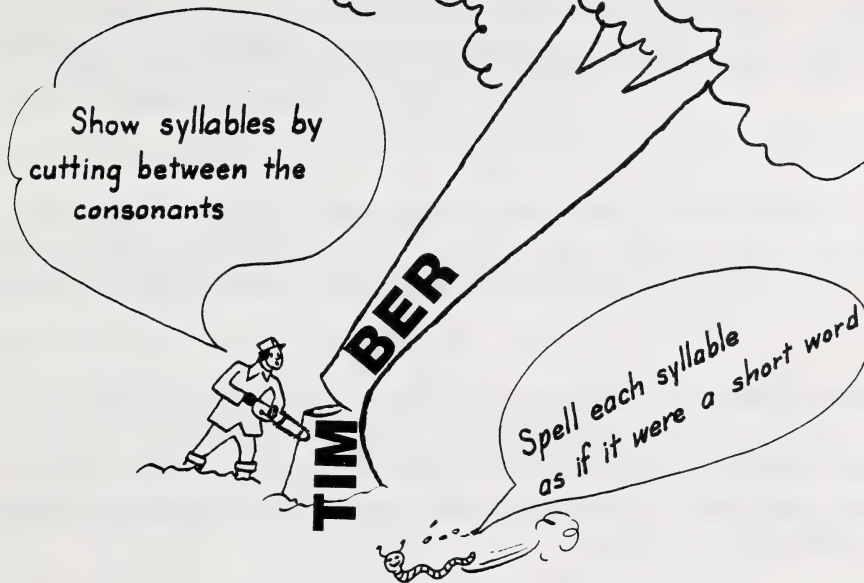
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## SPELLING

## Dividing Words Into Syllables



Here are your spelling words for this week.

costume	member	multiply
curtain	insect	college
empire	pardon	planning
signal	napkin	advice
lumber	injure	tablet
carpet	object	

We can make long words easier to spell if we say each syllable clearly. Then we can spell the words by spelling each syllable.

All the words in your spelling list this week have the vowel consonant, consonant vowel spelling pattern. Words with this pattern are divided into syllables between the two consonants.

Example:

empire      em/pire

The vowels in the accented syllables are pronounced like vowels in one syllable words. Vowels in the unaccented syllables are hard to hear. By saying each syllable to ourselves as if it were a short word we can remember the spelling more easily.

1. As your supervisor pronounces each word, say the syllables to yourself. Write each word and draw lines between the syllables. (You may look back at the list.)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Without using your dictionary write *advice* and *advise* and show the pronunciation of each.

\_\_\_\_\_

3. Write the following sets of words and show the pronunciation of each: *custom, costume; empire, umpire; planning, planing.*

_____	_____	_____
_____	_____	_____

4. Say *curtain*. What vowel sound do you hear in the unaccented syllable? \_\_\_\_\_

Write *curtain*. \_\_\_\_\_ Draw a line between the syllables. Say the unaccented syllable as if it were a word. What vowel sound do you hear now? \_\_\_\_\_ To learn to spell the word *curtain* it helps to say it as two separate words.

5. What vowel sound do you hear in the unaccented syllable of each of these words?

signal \_\_\_\_\_ injure \_\_\_\_\_ pardon \_\_\_\_\_ college \_\_\_\_\_

## LANGUAGE

## Keeping a Daily Diary

How quickly the school year is slipping by! You are now two thirds finished with your Grade 6 lessons!

In the remaining one third of your lessons you will be learning some things that are new to you but you will also be reviewing many of the concepts which were taught in Lessons 1-22.

In Lessons 23-32 you will be given the opportunity to be creative by writing a variety of stories and reports. You will also have the chance to keep a daily diary and that is what I want to talk about today.

For your diary, you will need a lined scribbler in which to write your daily entries. Your daily entries can be one sentence long or longer. Tell something interesting that happened that day. It is your diary so feel free to write about anything you wish.

Some days you may feel like including a poem, riddle, joke or short newspaper story. If you send a clipping, please add a comment that expresses your feelings about the article. For example, you may send a poem which expresses your mood or feeling on that particular day. In each entry you write, I hope you will express yourself using the most descriptive and colorful words you can think of.

For Lessons 23 to 28:  $\longleftrightarrow$  Grade 6 Language Lessons, the Fifth Day of each week, will consist of copying your proofread daily entries on the lined page provided. You may attach any clippings on the back of the page.

Your teacher will look forward to seeing your diary each week!





SECOND DAY

READING

Sir Gawain and the Green Knight, pages 320-330



Have you ever heard stories of King Arthur and the Knights of the Round Table? According to legend, King Arthur lived sometime during the Middle Ages, a period in history between 400 and 1400 A.D. His knights were men of high military rank who pledged to do good deeds.

In old tales and legends, knights often encountered situations that tested their chivalry. According to the glossary, what character traits were included under chivalry?

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Today you will read about Sir Gawain, a nephew of King Arthur and how he meets an unusual challenge.

1. Read the story to find out what this strange and unusual challenge is.

In the space below describe in your own words the challenge Sir Gawain accepted.

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Why did the Green Knight challenge King Arthur's Knights to exchange blows with him?

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What did the Green Knight learn from his second encounter with Sir Gawain?

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Do you think Sir Gawain was a good example of knighthood? Tell why you think as you do.

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## WORD SKILLS

## Understanding Words from the Reader

A writer often uses language that reflects the times in which the story is set.

1. Read the first sentence of paragraph 1 on page 322. Do you often hear anyone say "Stand forth"? \_\_\_\_\_ How would you say the same thing using the language of today?

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Throughout the story the author has used words and phrases that are no longer in common use.

2. Tell what words or phrases might be used today in place of the italicized expressions.

Page 322 - Will no one *trade blows* with me? \_\_\_\_\_

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Page 323 - Do not *keep the tryst* Sir Gawain. \_\_\_\_\_

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Page 324 - Gawain *took leave of* King Arthur. \_\_\_\_\_

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Page 326 - Why do you *wander abroad* at *Christmastide*?

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Page 330 - *Know you now*, had you weakened you would have died for it.

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How well do you understand the meaning of words used in this week's story?

3. Write each word from this list after its definition.

battlement	trappings	bough
rush	casement	doublet
armor	charger	adversary
taper	paltry	surcoat
shield	scabbard	visor
sconce		

long slender candle \_\_\_\_\_

ornamental covering for a horse \_\_\_\_\_

a loose fitting cloak worn over armor \_\_\_\_\_

war horse \_\_\_\_\_

covering worn to protect the body in fighting \_\_\_\_\_

branch cut from a tree \_\_\_\_\_

enemy; a person opposing or resisting another person  
\_\_\_\_\_

a sheath or case for the blade of a sword \_\_\_\_\_

a piece of armor carried on the arm \_\_\_\_\_

a plant with a hollow stem that grows in wet ground  
\_\_\_\_\_

a window opening on hinges like a door \_\_\_\_\_

a bracket projecting from the wall to hold a candle or other  
light \_\_\_\_\_

a man's close-fitting jacket \_\_\_\_\_

a wall for defense at the top of a tower or wall \_\_\_\_\_

a movable front part of a helmet \_\_\_\_\_

of little value \_\_\_\_\_

CHECK YOUR WORK ON Pages 8 and 9 WITH THE ANSWERS GIVEN AT THE END OF LESSON 23.

## LANGUAGE

## Review of the Parts of Speech

In your language lessons this year you have studied seven parts of speech.

1. noun
2. verb
3. pronoun
4. adjective
5. adverb
6. conjunction
7. preposition

Nouns are naming words. They name persons, places and things. Common nouns give names to things like books, desks, pencils, bridges, houses, rings, bracelets, a hand or face.

Proper nouns name a child, a person, a province, a country, river or a mountain range. All proper nouns begin with capital letters.

Verbs are action words. Each sentence must have one. Verbs tell us what the subject does; like jump or walk or run.

1. Show your teacher how well you remember these parts of speech and their uses by completing the following exercises.

In sentences 1 through 5 underline the noun and circle the verb.

1. Sport barks.
2. Children play.
3. Birds sing.
4. Fish swim.
5. Hens lay.

2. Did you remember that a pronoun is a word that can take the place of a noun in a sentence? In the sentences below replace each noun with a suitable pronoun. Write the new sentence in the space provided.

Jack worked hard.

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Alice slept.

---

Bob and Sally played.

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Betty and I argue.

---

The clock ticks.

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An adjective is a word that describes a noun or pronoun.

Adjectives can talk about:

*red* roses, *pretty* girls

*strong* boys, *golden* sand

*heavy* clouds, *dirty* hands

An adjective can say:

He is *strong*.

They are *free*.

She is *athletic*.

It is *lonely*.

3. Make the following sentences more interesting by adding a suitable adjective to each.

The \_\_\_\_\_ witch cackled.

The \_\_\_\_\_ dog snarled.

The \_\_\_\_\_ children fled.

The \_\_\_\_\_ building collapsed.

The \_\_\_\_\_ child laughed.

She is \_\_\_\_\_.

It is \_\_\_\_\_.

They are \_\_\_\_\_.

Write your daily entry in the scribbler you are using for your diary.





## THIRD DAY

## READING

Sir Gawain and the Green Knight, pages 320-330

The glossary defines *chivalry* as being *the qualities of an ideal knight in the Middle Ages. Chivalry includes bravery, honor, courtesy, respect for women, protection of the weak, generosity and fairness to enemies.*

1. Do you think living up to this code of conduct would be difficult or easy?

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2. Find examples of one or more of the qualities of chivalry stated or implied in the story?

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3. Tell in your own words what you think *honor* is, as applied to a knight.

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4. Throughout the story the author establishes mood through her choice of words. Read carefully the second and third paragraphs on page 320. What words does she use to create the chilly mood of January?

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5. What words or groups of words does the author use to establish the necessary mood for the lonely frightening task Gir Gawain faces in his second encounter with the Green Knight?

Example:

page 323 - last paragraph "It was a monster - No human can prevail against it!"

page 326 \_\_\_\_\_

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page 327 \_\_\_\_\_

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page 328 \_\_\_\_\_

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page 330 \_\_\_\_\_

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## SPELLING

## Dividing Words Into Syllables

1. Write each of the following words: *member, carpet, insects, lumber, object, tablet, napkin, multiply*. Draw lines between the syllables.

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2. Write *object*. Make four new words by removing *ob* and putting the prefixes *in*, *pro*, *re* and *sub* in its place.

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3. Trial Test: In the space below write correctly the words you spelled wrong or found difficult.

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## LANGUAGE

## Review of the Parts of Speech

Yesterday we reviewed nouns, verbs, pronouns and adjectives. Today I would like you to show your teacher how well you remember another part of speech you have studied this year. The part of speech is the *adverb*.

Did you remember that an adverb is a word that modifies or describes a verb, an adjective or another adverb?

An adverb describes verbs by telling: *how*, *when* and *where*.

It can say:

The wind blew *softly*. (how)

Donald sat *there*. (where)

Ruth left for Holland *yesterday*. (when)

1. Make the following sentences more meaningful to the reader by modifying each *verb* with a vivid *adverb*. Underline the verb.

The dog snarled \_\_\_\_\_.

The child laughed \_\_\_\_\_.

The children fled \_\_\_\_\_.

The building collapsed \_\_\_\_\_.

The witch cackled \_\_\_\_\_.

An adverb describes an adjective by telling: *how much* or *to what degree*.

Example: The house is *too* small.

The sun was *extremely* hot.

2. Make each of these sentences more interesting by adding an adverb that will modify each adjective. Underline the adjective.

The speaker seemed \_\_\_\_\_ nervous.

The black horse ran \_\_\_\_\_ fast.

The black horse became \_\_\_\_\_ crippled.

The hot day was \_\_\_\_\_ humid.

The pea soup is \_\_\_\_\_ cooked.

Her green dress was \_\_\_\_\_ draped over a chair.

3. In each of the following sentences an adverb modifies another adverb. Draw a line under the adverb that is modified. Draw a circle around the adverb that is the modifier.

The very slow moving vehicle sank into the mud.

Extremely low flying planes are a hazard.

He very seldom works.

She most often eats alone.

4. In the following sentence, tell what part of speech each word is.

The long slow moving train chugged noisily.

train \_\_\_\_\_

chugged \_\_\_\_\_

long \_\_\_\_\_ modifies \_\_\_\_\_

slow \_\_\_\_\_ modifies \_\_\_\_\_

moving \_\_\_\_\_ modifies \_\_\_\_\_

noisily \_\_\_\_\_ modifies \_\_\_\_\_



## FOURTH DAY

## READING

Sir Gawain and the Green Knight, pages 320-330

1. In his first encounter with the Green Knight, Sir Gawain's mood is first curious, later confident and finally angry. Write the three sentences from your reader pages 322 and 323 that best describe these moods.

curious \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_confident \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_angry \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What changes take place in the Green Knight's manner during his second encounter with Sir Gawain.

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While King Arthur may have been a real person who lived in Wales between 500 and 600 A.D., the stories about him are fanciful. As in all legends, not all the people, places and events mentioned in this tale could really have been the way they were described.

3. List two obviously fanciful elements of this story.

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4. In his meeting with the Green Knight what qualities of character shown by Sir Gawain do you most admire?

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5. What details in the story tell you something of how people in the Middle Ages really lived?

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## WORD SKILLS

## Using Context Clues

Most words have more than one meaning. You have learned in an earlier lesson that it is often easy to tell which meaning is intended by looking at the context in which the word is used.

1. In the following exercise each of the italicized words has more than one definition. Number each sentence to show which meaning the word has in that sentence. Then underline the clue word(s) that helped you know which meaning was intended. The first one is done for you.

*moccasin* 1. a soft shoe 2. a poisonous snake

1 I like to wear moccasins.

2 The hunter killed a moccasin.

2 The moccasin was sunning itself on the river bank.

*trunk* 1. the main stem of a tree 2. a box for holding clothes  
3. an elephant's snout

     Mother's trunk was filled with Christmas presents.

     Dumbo waved his trunk and gave us a shower.

     The squirrel scampered up the trunk of the maple.

     We found a trunk with old clothes in it in the attic.

*rush* 1. to move with speed or force  
2. a plant with a hollow stem that grows in marshy places

     Alice picked a rush to put in her bouquet of flowers.

     The police dog rushed after the speeding car.

     The swollen river rushed down the valley uprooting several huge trees.

- page* 1. one side of a leaf of paper 2. a boy servant
- 3. to locate someone in a hotel or shopping center by calling his name over a microphone

\_\_\_\_\_ The page carried his master's shield.

\_\_\_\_\_ If you turn the page you will see a funny drawing.

\_\_\_\_\_ I asked the hotel clerk to page my father.

\_\_\_\_\_ The page curled up by the fire with his book.

Check your work with the answers given at the end of Lesson 23.

- 2. In the following exercise write the definition of each italicized word as it is used in the story, Sir Gawain and the Green Knight. Then write a sentence in which the italicized word has a very different meaning. An example is done for you.

*draft* page 320 paragraph 2 *a current of air*

Context clue word *stirred*

*The architect made several drafts of the house plans.*

Context clue word *plans*

*figure* page 320 paragraph 3 \_\_\_\_\_

Context clue word \_\_\_\_\_

Context clue word \_\_\_\_\_

*arms* page 324 paragraph 3 \_\_\_\_\_

Context clue word \_\_\_\_\_

Context clue word \_\_\_\_\_

## LANGUAGE

## Review of the Parts of Speech

The last two parts of speech that we will review this week are the *preposition* and *conjunction*.

A word is a *preposition* when it shows a relation between a noun or pronoun and some other part of speech.

In the following sentence the prepositions are written in italics.

The dog lay *on* the rug *near* the fire.

1. Can you find all the prepositions in the following sentences? Draw a circle around each one.

The ball sailed over the fence and onto the neighbor's roof.

Across the river and through the woods trotted the coyote.

The teacher divided the candy between the two children.

They divided it evenly among their classmates.

The boys walked through the empty lot to the shopping center.

2. Write a sentence of your own which has a least one preposition in it. Underline the preposition.

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A word is a *conjunction* when it connects similar parts of a sentence.

In the following sentences the words in italics are conjunctions.

Tom *and* John play ball.

John ran fast *but* Tom ran faster.

We would have won *if* Joe had not dropped the ball.

3. In the blank spaces, write a conjunction that connects the two ideas expressed.

I tried to phone Mother \_\_\_\_\_ the line was always busy.

Jim played with our dog \_\_\_\_\_ it was time for him to leave.

I watched the man closely \_\_\_\_\_ he repaired our television.

I like pumpkin pie \_\_\_\_\_ I seldom eat it.

We hurried into the house \_\_\_\_\_ it had started to rain.

4. Write a sentence of your own which has a conjunction in it. Underline the conjunction.

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5. What part of speech is each word in this sentence?

Betty and I often eat sticky candy.

Betty	_____	eat	_____
and	_____	sticky	_____
I	_____	candy	_____
often	_____		

Do you feel you have a better understanding of the parts of speech after working through this language lesson? \_\_\_\_\_ I hope you do.

If you have not written in your diary today; you may do it now.

## FIFTH DAY

## READING

Sir Gawain and the Green Knight, pages 320-330

Have you ever dreamed of living in a castle? Perhaps this week's story has given you some idea of what it would have been like to live in a castle in the Middle Ages. While these castles looked beautiful on the outside, inside they were usually cold and uncomfortable.

1. To learn more about castles read the article on page 82 Think and Do Book and study the diagram.



Answer the questions at the bottom of page 82 Think-and-Do Book. Send pages 81 and 82 for correction.

When a knight went into battle wearing armour, it was difficult to identify him because his face was often completely covered. Each knight wore an emblem embroidered on his surcoat by which he could be identified. This design became known as his *coat of arms*. So that each coat of arms would be different, special men known as heralds kept track of these designs. For this reason the study of coats of arms became known as *heraldry*.

2. On pages 83 and 84 of Think-and-Do Book you will learn more about coats of arms and heraldry. Read both pages and answer the questions on page 84. Send page 84 for correction.
3. Make a list of coats-of-arms that you have seen and tell where you saw each one.

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SPELLING

As your supervisor says each word write it in the space provided.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

LANGUAGE

Daily Diary

In your best handwriting, write your daily diary entries here.

Sunday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Monday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tuesday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wednesday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thursday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Friday \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Saturday \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## SELF-CORRECTING EXERCISES FOR LESSON 23

pages 1, 2

READING

Lesson 23

1. Legends, Myths and Tales.  
The stories will be fanciful fairy tales. The stories in "Dreamers and Doers" were about real people.
2. Sir Gawain and the Green Knight, Saint George and the Dragon, the Legend of the Moor's Legacy are some of the legends.
3. Other Legends - Robin Hood  
King Arthur and his Knights
4. The Tree With Animal Fruit
5. It is in the past because it mentions minstrels, knights in shining armour and castles.
6. *And children dream as they still do  
Remembering what they never knew.*

These last two lines refer to daydreams or a child's imagination.

7. tongues of fire  
a splashing wave

The colors are muted just as details in a dream are often not as vivid as in real life.

page 4

SPELLING

Lesson 23

1.
 

cos/tume	mem/ber	mul/ti/ply
cur/tain	in/sect	col/lege
um/pire	par/don	plan/ning
sig/nal	nap/kin	ad/vice
lum/ber	in/jure	tab/let
car/pet	ob/ject	
2. ad vīs'      ad vīz
3. kus'təm      em'pīr      plan'ing

4. ə (schwa vowel sound)  
cur/tain      ā

5. signal ə    injure ə    pardon ə    college ə

page 8

WORD SKILLS

Lesson 23

1. "Stand forth" - Come here!

page 322

trade blows - fight with me.

page 323

keep the tryst - do not go to meet the Green Knight.  
Do not keep the bargain.

page 324

took leave of - left

page 326

wander abroad - travel

page 330

Know you now - I want you to know.

page 9

Lesson 23

3. long slender candle - **taper**

ornamental covering for a horse - **trappings**

a loose fitting cloak worn over armour - **surcoat**

war horse - **charger**

covering worn to protect the body in fighting - **armour**

branch cut from a tree - **bough**

enemy; a person opposing or  
resisting another person - **adversary**

a sheath or case for the blade of a sword - **scabbard**

a piece of armour carried on the arm - **shield**

a plant with a hollow stem  
that grows in wet ground - **rush**

a window opening on hinges like a door - **casement**

a bracket projecting from the  
wall to hold a candle or other light - **sconce**

a man's close fitting jacket - **doubler**

a wall for defence at the top of a  
tower or wall - **battlement**

a movable front part of a helmet - **visor**

of little value - **paltry**

page 15

1. num/ber, car/pet in/sects, lum/ber, ob/ject, tab/let,  
nap/kin, mul/ti/ply.
2. object, inject, project, reject, subject

page 20, 21

trunk	2	rush	2	page	2
	3		1		1
	1		1		3
	2				2

Lesson 23 pages to be SENT FOR CORRECTION

Reading pages 7, 13, 14, 18, 19, 24, and  
Think and Do pages 81, 82, 84.

Language pages 10, 11, 12, 16, 17, 22, 23, 26,  
27.

Word Skills page 21

Spelling page 25



**LESSON RECORD FORM**  
**0601 Language Arts 6 Unit 3**  
Revised 89/03

Parent's or Supervisor's Comments:

**For School Use Only**

Assigned  
Teacher: \_\_\_\_\_

Assignment  
Code: \_\_\_\_\_

Graded by: \_\_\_\_\_

Lesson Grading  
Language Arts:  
Writing: \_\_\_\_\_  
Reading: \_\_\_\_\_  
Language: \_\_\_\_\_  
Spelling: \_\_\_\_\_  
Neatness: \_\_\_\_\_

Date Lesson Received:  
  
\_\_\_\_\_

Lesson Recorded: \_\_\_\_\_

Signature

Apply Lesson Label Here

Name	Address	Postal Code
------	---------	-------------

Please verify that preprinted label is for correct course and lesson.

<b>For Student Use</b>
(If label is missing or incorrect)
File Number: _____
Lesson Number: _____
Date Lesson Submitted: _____

Grading Scale:  A - Very Satisfactory B - Satisfactory C - Needs Attention D - Unsatisfactory
--

Teacher's Comments:

Signature

## **ALBERTA DISTANCE LEARNING CENTRE**

### **MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS**

#### **1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:**

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

#### **2. POSTAGE REGULATIONS**

Do not enclose letters with lessons.

Send all letters in a separate envelope.

#### **3. POSTAGE RATES**

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

## FIRST DAY

## READING

Saint George and the Dragon, page 331



St. George was a real knight of long ago. His heroic deeds were told through the centuries until they became more fancy than fact.

Today's selection is in the form of a humorous poem. It tells us how St. George, the brave knight, may have felt about his great accomplishment of slaying a dragon single handedly.

1. By looking at the picture on page 331 tell how you think the knight feels.
- 
- 

2. Read the poem to find out how the author, Alfred Noyes thinks Saint George may have felt about slaying the dragon. If some of the words look a little strange, remember that the poet spelled these words to show how an English person might pronounce them.

1. How should the words *creechah*, *vizahd* and *lizahd* be spelled?
- 
- 
-

2. What part of the knight's body does the *vizahd* cover?

---

3. According to the poet, did Saint George consider the dragon slaying a great accomplishment?

---

4. Why do you think Saint George was so modest about his accomplishment?

---

---

5. Do you think he would have been modest no matter what he had done? \_\_\_\_\_ What lines from the poem tell you this?

---

---

6. Read the poem aloud to your supervisor. Try to read it with the accent and expression the poet intended. Then ask your supervisor to read the poem aloud to you. Listen carefully.

You might enjoy reading another poem by Alfred Noyes in which he shows a very different writing style. This longer poem is entitled "A Song of Sherwood" (Time for Poetry).

Can you guess who the hero would be in this legend?

---



## SPELLING

## More About Syllables

Your spelling words this week all have more than one syllable. The spelling words follow the *vowel-consonant-consonant-vowel* spelling pattern.

fortune	attic	almost
timber	extra	public
expense	offer	worship
commerce	current	arrive
rotten	button	balloon
alley	control	

Say each word as if it were two separate words so that you will hear the vowel in the unaccented syllable.

1. Write your words in alphabetical order.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Draw lines to mark syllables in each spelling word.
3. Write *arrive*, *control* and *worship*.

_____	_____	_____
-------	-------	-------

Write them again as *ing* words.

_____	_____	_____
-------	-------	-------

Note: worshiping or worshipping - both spellings are correct.

4. Write *expense*. \_\_\_\_\_ Write a sentence using *expense* with the suffix *ive*.

---

---

5. What part of speech is the word *expensive*? \_\_\_\_\_  
(noun, verb, adjective, adverb, pronoun, preposition, conjunction)

6. Write *fortune*. \_\_\_\_\_ Write a sentence using *fortune* with the suffix *ate*.

---

---

7. What part of speech is the word *fortunate*? \_\_\_\_\_  
What word in the sentence you wrote does *fortunate* modify?

---

8. Write *alley* and *ally* showing the dictionary pronunciation of each.

---

---

9. Write sentences which show that you know the meaning of each word.

alley \_\_\_\_\_

---

ally \_\_\_\_\_

---

## LANGUAGE

## Review of Subject and Predicate

Earlier in the school year you learned that every sentence is made up of two main parts, the *subject* and the *predicate*.

The *subject* is the person or thing that does, has or is something.

The *predicate* tells what the subject does.

Every sentence that has ever been written, or ever will be written, can be divided into these two parts.

1. In the following sentences, draw a slanted line to separate the subject from the predicate. The first one is done for you.

1. My family/travelled around Alberta last year.
2. Our route took us through Drumheller.
3. Here we saw the world-famous Badlands.
4. The sight was strange and interesting.
5. Dad thought it was the best part of the trip.

The subject and the predicate may each be made up of several words, but the *simple subject* is made up of only one word which is a *noun*. The *simple predicate* is made up of only one word which is a *verb*.

Look at the first sentence. Which word is the simple subject? If you said *family* you are correct. Which word is the simple predicate? That's right! It is the verb *travelled*.

In the space below, write the simple subject and simple predicate of each sentence.

SIMPLE SUBJECT

SIMPLE PREDICATE

- |    |  |  |
|----|--|--|
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

2. Write a sentence of your own. Draw a slanted line to separate the subject and predicate. Underline the simple subject. Circle the simple predicate.

---

---

SECOND DAY

READING

The Legend of the Moor's Legacy, pages 332-346



1. What questions come to your mind when you read the title?

---

---

2. Write the definitions of *Moor* and *legacy* as given in the glossary.

Moor \_\_\_\_\_

---

legacy \_\_\_\_\_

---

Read the story to find out what the legacy is, who receives it and why.

You will notice as you read this legend that things do not just happen in this story, but that every incident is caused by someone because of the type of person he is.

3. When you have finished reading the story, answer the following questions.

What was the legacy?

---

---

Who received the legacy?

---

Were you surprised at the story's ending? \_\_\_\_\_  
Why or why not?

---

---

## WORD SKILLS

## Accented and Unaccented Syllables

Look at the following words.

1	2
corner	ornament
after	Africa
student	elephant
belfry	numerous

1. In which list do all the words have two syllables? \_\_\_\_\_
2. How many syllables are heard in each word in the second list? \_\_\_\_\_
3. Pronounce each word. Which syllable is accented in every word in both lists? \_\_\_\_\_

1	2
consist	terrific
demand	molasses
attend	surrender
report	enormous

4. In which list do all the words have two syllables? \_\_\_\_\_
5. How many syllables are heard in each word in the second list? \_\_\_\_\_

---



---



---

6. In each of the sentences below there is one two-syllable word and one three-syllable word. In the spaces below each sentence write the two words. Mark the syllable that is accented in each word.

This package came from Ottawa.

(2)

(3)

\_\_\_\_\_

One dozen catalogues came from the store.

(2)

(3)

\_\_\_\_\_

Subtract six from eleven.

(2)

(3)

\_\_\_\_\_

Work won't start until October.

(2)

(3)

\_\_\_\_\_

Lougheed was born in Alberta.

(2)

(3)

\_\_\_\_\_

Cod fish are found in the Atlantic Ocean.

(2)

(3)

\_\_\_\_\_

7. List the words from exercise 6 that are accented on the first syllable.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



8. List the words from exercise 6 that are accented on the second syllable.

---

---

---

When a one-syllable word is pronounced by itself it is accented. You learned in Lesson 23 that in words of more than one syllable, the vowel in the accented syllable is pronounced like the vowel in a one-syllable word.

9. In the following sentences divide the word written in italics, into syllables. Show which syllable is accented. After the sentence, write the one-syllable word which is a clue to the pronunciation of the italicized word. The first one is done for you.

- (a) The man was *employed* in the toy factory. toy
- (b) The hunter wore a *leather* cap on his head. \_\_\_\_\_
- (c) Can you count the coins in the *fountain*? \_\_\_\_\_
- (d) The boys were *eager* to swim in the sea. \_\_\_\_\_
- (e) Paul took the clothes to the *laundry*. \_\_\_\_\_
- (f) This town does not *allow* dogs to be loose. \_\_\_\_\_
- (g) It is hard to eat *noodles* with a spoon. \_\_\_\_\_

Check your work with the answers at the end of Lesson 24.

## LANGUAGE

## Compound Subject

A *compound subject* is one that names two or more things separately.

Look at the following sentences in which the subjects are underlined.

John plays hockey.

Mike plays hockey.

We can combine these two sentences to make one longer sentence.

John and Mike play hockey.

We say that *John and Mike* is a compound subject.

1. Underline the compound subject in each of the following sentences.

The bat and ball were stolen.

Bill's father and my mother are cousins.

Pie and ice cream are my two favorite desserts.

Where have Ben and Betty gone?

Jack and Jill went up the hill.

Over the rooftop soared the pigeon and the canary.

Jane and John dance well.

Hunting and gathering were the earliest methods of getting food.

Socrates and Plato were Greek philosophers.

When will Mother and Father return?

2. Underline the subjects in the sentences below. Make one concise sentence from each pair of short sentences. Underline the compound subject in each new sentence you write.

Forests are natural resources. Coal is a natural resource.

Herefords are beef cattle. Angus are beef cattle.

Where has Ted gone? Where has Tilly gone?

Meat is a good source of protein. Cheese is a good source of protein.

Have you written in your diary today? If not, you may do it now.



## THIRD DAY

## READING

The Legend of the Moor's Legacy, page 332-346

Throughout the story the author gave clues about what would happen next. This technique is called *foreshadowing* and is used to whet the reader's interest in what is going to happen next. This technique also helps each new event seem plausible (believable).

1. On page 340 we are first given a detailed account of the contents of the Moor's legacy. Find examples of foreshadowing used by the author to heighten interest in the legacy. The first one is done for you.

1. page 335 (paragraph 3) - What will happen to us when this corpse is found in our house?

2. page 338 (paragraph 1) - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. page 340 (last paragraph) - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Read paragraph 1 on page 339. How does the Moor's warning make the ending of the story seem plausible?

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---

3. The plot of the story was developed through the character traits of each of the main characters. Because Peregil was a kind and honest man he took the dying Moor into his home. Because his wife was a nagger, she persuaded Peregil to bury the Moor's body.

1. What action resulted from the barber, Pedrillo being nosy and gossipy?

---

---

2. What action resulted from Peregil's wife being vain?  
(page 343)

---

---

3. What action resulted from the Moorish shopkeeper being shrewd? (page 345)

---

---

4. What action resulted from the Mayor and Sheriff being greedy, dishonest and cruel? (page 345)

4. Read The Cobbler and His Wife, page 85 of your Think-and-Do Book and complete the exercise by following the instructions given.

## SPELLING

## Still More About Syllables

1. Write *control*, *current*, *expense*, *extra* and *public*.

---

---

Divide the words into syllables and mark the accented syllable in each word.

2. Write synonyms from the list for *nearly*. \_\_\_\_\_

*decayed* \_\_\_\_\_ *cost* \_\_\_\_\_

3. Write the homonym of *currant*. \_\_\_\_\_

4. Write a sentence which shows you know the meaning of *current*.

---

---

5. Write a sentence which shows you know the meaning of *currant*.

---

---

6. Write the words from your list that are antonyms for *private* and *depart*. \_\_\_\_\_

7. Trial Test: In the space below write correctly the words you wrong or found difficult.

---

---

---

---

---

Study all your words.

## LANGUAGE

## Compound Predicate

A compound predicate is one that tells more than one thing about the subject.

Look at the following sentences in which the predicates are underlined.

*Joe unlocked the door.*

*Joe crept quietly inside.*

We can combine the two short sentences to make one longer sentence.

*Joe unlocked the door and crept quietly inside.*

We say that *unlocked the door and crept quietly inside* is a compound predicate.

1. Underline the compound predicate in each of the following sentences.

Mother cooks, cleans and sews.

The actor sang and danced.

The wind howled and raged.

Where may I sit and read?

When will you come and visit?

The audience laughed and cheered.

My cousin and I are the best of friends and usually walk to school together.

She writes and spells well.

They tried and succeeded.

The farmer threshed the wheat and milled the flour.

2. Which sentence above has a compound subject? \_\_\_\_\_



3. Underline the predicates in the sentences below. Then make one longer sentence from each pair of short sentences. Underline the compound predicate in each new sentence you write.

My sister and I did our homework. My sister and I watched television. My sister and I went to bed early.

---

---

---

Ellen goes to school. Ellen works in the library. Ellen sometimes babysits.

---

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---

Our dog can beg. Our dog can fetch a stick. He can also roll over and play dead.

---

---

---

4. Study this sentence.

*Ann and Tom work and play.*

Place a check (✓) in the square which describes the sentence.

- a compound subject
- a compound predicate
- both a compound subject and a compound predicate
- neither a compound subject nor a compound predicate



## FOURTH DAY

## READING

The Legend of the Moor's Legacy, pages 332-346

In legends and other folk tales the "good" people are always very good and the "bad" people are very bad indeed!

1. In the story The Legend of the Moor's Legacy, how would you judge each of the following characters?

Peregil \_\_\_\_\_

Peregil's wife \_\_\_\_\_

the barber \_\_\_\_\_

the sheriff \_\_\_\_\_

the mayor \_\_\_\_\_

the Moorish shopkeeper \_\_\_\_\_

2. In the story you have just read, do you think most of the characters got what was coming to them? \_\_\_\_\_ Stories that have an outcome in which *evil* is punished and goodness or *virtue* is rewarded are said to have *poetic justice*.

1. Name another tale you have read which shows "poetic justice".

\_\_\_\_\_

2. Which character in The Legend of the Moor's Legacy did not, in your opinion get poetic justice?

\_\_\_\_\_

3. Tell what you think should have happened to this character.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Do you think the Moor was right in throwing away the candle? \_\_\_\_\_ Why?

---

---

5. Do you think Peregil would have done this? \_\_\_\_\_

3. Tell how you think the story would have ended if Peregil had convinced the Moor to let the mayor, the sheriff and the barber out of the cave.

---

---

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---

## WORD SKILLS

## Understanding the Meaning of Words from your Reader

1. In the following exercise you are given a choice of two words to make each sentence complete. One word is from the story The Legend of the Moor's Legacy. The other is a word of similar spelling. Choose the word that best fits in each sentence below.
  1. During the war my father was a member of the Signal \_\_\_\_\_ (corps, corpse)
  2. Mountains were formed by a \_\_\_\_\_ (vault, fault) in the earth's crust.
  3. Slaves were often given \_\_\_\_\_ (brittle, brutal) treatment by their owners.
  4. The pirates shared the jewels and other \_\_\_\_\_ (beauty, booty) that they stole from the ravaged town.
  5. The traders brought \_\_\_\_\_ (mirror, myrrh) and other fragrances from Arabia.
  6. The men were at sea on a \_\_\_\_\_ (whaling, wailing) ship.
  7. The \_\_\_\_\_ (Muslin, Moslem) Shop sold beautiful cotton dresses.
  8. A witch doctor with an airplane could be called a flying \_\_\_\_\_.(saucer, sorcerer)
  9. The warden at the jail may \_\_\_\_\_ (sincere, censor) the prisoners' mail.
  10. The \_\_\_\_\_ (mare, mayor) of our city owns many fine race horses.

2. Write well thought out sentences which will show your teacher that you know the meaning of these words.

vault \_\_\_\_\_  
\_\_\_\_\_

wailing \_\_\_\_\_  
\_\_\_\_\_

sincere \_\_\_\_\_  
\_\_\_\_\_

thorough \_\_\_\_\_  
\_\_\_\_\_

ornamental \_\_\_\_\_  
\_\_\_\_\_

fiesta \_\_\_\_\_  
\_\_\_\_\_

noisiest \_\_\_\_\_  
\_\_\_\_\_

noisiest \_\_\_\_\_  
\_\_\_\_\_

## LANGUAGE

## Making Verbs Agree With Their Subjects

To speak and write correctly it is important to make the verb agree with its subject. In most sentences this is easy to do.

*John goes to school.*

*The boys go to school.*

However, when a sentence has a compound predicate it is sometimes difficult to make all the verbs agree with or match the subject.

*Helen sweeps the floor, washes the dishes and bakes a cake.*

*Bob and Bill are the same size, wear the same clothes and enjoy the same sports.*

Does each verb in the sentences above agree with its subject?

\_\_\_\_\_ You are correct if you answered yes!

1. To show your teacher that you can make verbs agree with their subjects, underline the compound subject in each sentence and circle the correct verb in parenthesis.

Sherry and Ian (has, have) been to the zoo, and (is, are) hoping to go again soon.

There (is, are) bread, cheese and milk in the refrigerator.

(Has, Have) you and Father eaten?

Velma and I (doesn't, don't) live far apart, and usually (ride, rides) to work together.

Jessie and Sarah (belong, belongs) to Girl Guides, (is, are) interested in stamp collecting and (enjoys, enjoy) riding horses.

Hamsters and gerbils (is, are) interesting, and (require, requires) very little care.

2. Write an interesting sentence which has a compound subject and a compound predicate.

---

---

---

Do the verbs agree with the subject? \_\_\_\_\_



## FIFTH DAY

## READING

The Legend of the Moor's Legacy, pages 332-346

As well as telling an interesting story, The Legend of the Moor's Legacy has given us information about the Spaniards and the Moors.

1. Scan the story to find answers to the following questions. Write each answer in the space provided.

(a) What language do you think the Moors in this story spoke? \_\_\_\_\_ What makes you think this?

---

---

(b) What religion did the Moors practice? \_\_\_\_\_

(c) What did the Moor mean when he said "*It is the will of Allah*"?

---

---

(d) What was the relationship of the Spaniards and the Moors at the time of this story?

---

---

(e) What paragraph on page 333 tells us this?

---

(f) What is the Alhambra?

Where is it? \_\_\_\_\_

Does it actually exist? \_\_\_\_\_

2. To learn more about the Moors, the Alhambra and the city of Grenada, read pages 86 and 87, Think-and-Do Book. Complete the exercise on page 87 by following the instructions given. (Do not send page 87 for correction with this lesson.)

If you enjoyed reading this week's selection you may enjoy reading other stories by Washington Irving in Tales of the Alhambra.

Check your work with the answers at the end of Lesson 24.

SPELLING

As your supervisor says each word, write it in the space provided.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

LANGUAGE

Daily Diary

In your best handwriting write your daily diary entries here.

Sunday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Monday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tuesday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wednesday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thursday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Friday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Saturday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SELF-CORRECTING EXERCISES FOR LESSON 24

page 1

FIRST DAY  
READING

Lesson 24

1. The knight appears nonchalant. He doesn't seem to be afraid.
2. 1. creechah - creature, vizahd - visor, lizahd - lizard  
2. The vizahd (visor) covered the knight's face.  
3. Saint George did not consider dragon slaying a great accomplishment.  
4. It was probably not characteristic for a knight to be boastful.  
5. Yes  
But St. George he was an Englishman  
And did not like applause.  
6. Robin Hood

page 9

## WORD SKILLS

Lesson 24

1. 1
2. 3
3. The second syllable is accented.
4. 1
5. 3
6. pack'/age                      Ot'/ta/wa  
doz'/én                          cat'/a/logues  
sub/tract'                        e/lev'/en  
un/til'                            Oc/to'/ber  
Lough'/heed                      Al/ber'/ta

page 11

8. subtract, until, eleven, October, Alberta
9. (b) leath/er                      head  
(c) foun/tain                      count  
(d) ea/ger                          sea  
(e) laun/dry                        Paul  
(f) al/low                            town  
(g) nood/les                        spoon

page 12

1. Compound subjects which could be underlined.

bat and ballBill's father and my motherPie and ice creamBen and BettyJack and Jillpigeon and the canaryJane and JohnHunting and gatheringSocrates and PlatoMother and Father

page 17

LANGUAGE

Lesson 24

1. Compound predicates which should be underlined.

cooks, cleans and sewssang and dancedhowled and ragedsit and readcome and visitlaughed and cheeredare the best of friends and usuallywalk to school togetherwrites and spells welltried and succeededthreshed the wheat and milled the flour

2. Sentence 7 has a compound subject. (My cousin and I).

page 21

- |           |             |
|-----------|-------------|
| 1. corps  | 6. whaling  |
| 2. fault  | 7. Muslin   |
| 3. brutal | 8. sorcerer |
| 4. booty  | 9. censor   |
| 5. myrrh  | 10. mayor   |

page 25, 26

1. (a) Spanish, Grenada belonged to Spain.
- (b) Moslem
- (c) He meant, "It is the will of God."
- (d) They were enemies.
- (e) paragraph 4.
- (f) It is the palace of the Morrish Kings at Grenada. Yes, it does exist.

Lesson 24 pages to be SENT IN FOR CORRECTION

Spelling	pages 3, 4, 16, 27
Language	pages 5, 6, 13, 18, 23, 24, 28
Reading	pages 7, 8, 14, 15, 19, 20, and Think and Do page 85.
Word Skills	page 22





**LESSON RECORD FORM**  
**0601 Language Arts 6 Unit 3**  
Revised 89/03

Parent's or Supervisor's Comments:

**For School Use Only**

Assigned  
Teacher: \_\_\_\_\_

Assignment  
Code: \_\_\_\_\_

Graded by: \_\_\_\_\_

Lesson Grading  
Language Arts:  
Writing: \_\_\_\_\_  
Reading: \_\_\_\_\_  
Language: \_\_\_\_\_  
Spelling: \_\_\_\_\_  
Neatness: \_\_\_\_\_

Date Lesson Received:  
\_\_\_\_\_

Lesson Recorded: \_\_\_\_\_

Signature

**For Student Use**

(If label is missing  
or incorrect)

File Number:  
\_\_\_\_\_

Lesson Number: \_\_\_\_\_

Date Lesson Submitted:  
\_\_\_\_\_

Apply Lesson Label Here

Name	Address	Postal Code
------	---------	-------------

Please verify that preprinted label is for  
correct course and lesson.

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

## ALBERTA DISTANCE LEARNING CENTRE

### MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

#### 1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

#### 2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

#### 3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

## FIRST DAY

## READING

archy poems, pages 347-348



Today we will read two poems written by a cockroach named archy.

Read the headnote to learn how archy learned to use the typewriter.

Don Marquis, a newspaperman has published many of archy's compositions in his newspaper column and in books. I hope you will enjoy the two you will read today.

1. What is the title of the poem on page 347?

---

2. Why are there no capital letters in the title?

---

Read the poem to find out what archy thinks of the book he is reviewing.

3. If you were giving a book review, what word would you have to change in the sentence, *it is one of the best books I ever tasted?*

---



---

- 4. Do you think archy's kind of book review would be interesting to other insects? \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

- 5. What might happen to a book that became a best seller in the insect world?

\_\_\_\_\_

\_\_\_\_\_

- 6. What might archy say if he was reviewing a book that was not to his taste?

\_\_\_\_\_

\_\_\_\_\_

- 7. Archy could not work the capital letters on the typewriter. What else couldn't archy do?

\_\_\_\_\_

\_\_\_\_\_

On page 348 you will find another poem written by archy after he has visited the zoo.

Read the poem to find out how archy's visit to the zoo is different from a visit you or I might make.

If animals could think would their thoughts be like those archy described? \_\_\_\_\_ In his poem, archy tells what makes the wildcat wild. Pretend that you are a different kind of zoo animal. Tell what you think people are thinking as they stare into your cage? What annoys you most about these people?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

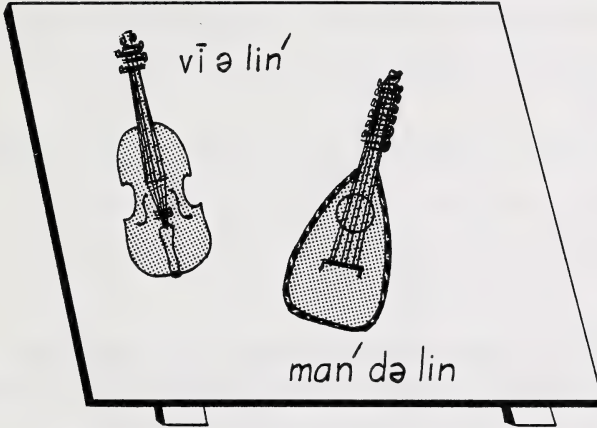
\_\_\_\_\_

\_\_\_\_\_

## SPELLING

## Spelling Longer Words

One way to help yourself spell words of three or more syllables is to say and hear each syllable.



By saying each syllable to myself I can remember how to spell these words.



Each of your spelling words this week has three syllables. As you say each word, stress every syllable so that you can hear the vowel sound. This will make it easier to spell.

operate	photograph
longitude	violin
latitude	various
history	telephone
president	magazine
continent	difference
attractive	satisfy
separate	gasoline
tobacco	



As your supervisor pronounces each word, say the syllables to yourself. Write each word. Look at the spelling list so you will be sure to spell the words correctly. Draw lines to show the syllables.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Arrange the words in alphabetical order. Beside each write the dictionary respelling which shows its pronunciation.

attractive (ə trak'tiv)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write the dictionary definition of these words.

latitude \_\_\_\_\_

\_\_\_\_\_

longitude \_\_\_\_\_

\_\_\_\_\_

## LANGUAGE

## A Review of Punctuation

Before you begin your work on punctuation, show your teacher how well you recall what you learned in Lesson 24 about compound subjects and compound predicates.

1. Write a clear concise sentence telling something that you and your friend may have done. Begin the sentence with your friend's name. Do not use we.

---

---

Underline the subject. Is it a compound subject?

---

2. Write a different sentence telling several things that you and your friend may have done.

---

---

Underline the predicate. Is it a compound predicate?

---

---

3. Which sentence has a compound subject and a compound predicate?

---

Do you remember what kind of punctuation you use for the four different kinds of sentences? I am sure you do.

4. Look at the following sentences and decide which punctuation mark is needed at the end of each one. . ? !

1. Do not play on the street (imperative)

2. How tired I am (exclamatory)



3. Has Benjamin gone home (interrogative)

4. The boys are not at home (declarative)

You are correct if you put . after 1 and 4

? after 3

! after 2

5. Now punctuate these sentences.

How far is Calgary from Edmonton

I do not know

Ask your mother

How far away it seems

The mark that is used most often in writing is the comma (,).

In writing letters you learn that the comma is used:

- between the name of the town and the province  
Flatbush, Alberta
- between the day of the month and the year  
January 13, 1981
- after the greeting  
Dear Helen,
- after the closing  
Your friend,

You have also learned to use the comma to separate words in a list.

We grow wheat, oats, flax and rye on our farm.

6. Write your complete address on the line below.

---

7. Write the month, day and year that you were born.

---

8. Add commas where necessary.

The girls sing dance and play piano.

The clown rode a unicycle juggled three balls and balanced a stick on his nose.

Jogging cycling running skipping and walking are good forms of exercise.

When we write a sentence we often add a group of words next to the noun to give the reader a more exact meaning.

*John, our good neighbor, stopped to help us.*

We say, *our good neighbor*, is an *appositive* because *John* and *our good neighbor* refer to the same person. They are in apposition to each other.

When we write a sentence using an *appositive* we use commas to separate it from the rest of the sentence.

*Our school friend, Jake, plays badminton every day.*

9. Use commas to separate the appositives in each of these sentences.

Margaret asked Mr. Dean the editor of the Bulletin if he was hiring students.

Thelma Brown the catcher hit a home run.

We asked Sam the restaurant's cook to come camping with us.

Grandma took Stanley my six year old brother to the circus.

Blaze the old farm horse was my special pet.

My brother worked for Mr. Hicks the barber.

10. Combine these two sentences to make one interesting sentence containing an appositive. Don't forget the commas.

Mrs. Jensen asked me to interview Larry Hanson. He is the coach of the Midget Hockey Team.

---

---

11. Write an interesting sentence using an appositive.

---

---

---



SECOND DAY

READING

Verses by Ogden Nash, page 349

Nonsense verse is a rhyme that has a ridiculous or extremely humorous meaning.

1. Read all the poems. Do you think each one can be classed as nonsense verse? \_\_\_\_\_  
\_\_\_\_\_

2. Tell what you think is silly fun in each poem.

1. The Octopus \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. The Porpoise \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The Sea Gull \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Song of the Open Road \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Do you know the meaning of the word quatrain? A quatrain is a four line verse or stanza.

Is each of the poems a quatrain? \_\_\_\_\_

Which is your favorite? \_\_\_\_\_

Read your favorite aloud to your supervisor.

Notice that the first and second lines rhyme and the third and fourth lines rhyme.

4. Write a quatrain nonsense verse of your own in the space below. Give it a title.

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## WORD SKILLS

## Descriptive Language

1. In each of the stories you have read in this unit, the author's use of language creates specific images. Can you identify the story character who is speaking in each of the following passages? Write his or her name in the space provided. Beside it write the reader page on which you found it.

1. "I will not bring up any more burdens to break the back of my poor donkey."

---

---

2. "I can see that the tales I have heard of King Arthur's Knights are, indeed, true; they are the bravest knights in the world."

---

---

3. "I will trade blows with you!"

---

---

4. "Strange doings, strange doings. Robbery and murder and burial all in one night."

---

---

5. "What will happen to us when this corpse is found in our house?"

---

---

6. "It is the will of Allah."

---

---

7. "it is one of the best books I ever tasted"

---

---

8. "the animals find the humans just as strange and silly-looking as the humans find the animals."

---

---

2. Name the poem or story and the author.

1. The handle on the pump near the trough  
Nearly fell ough.

---

---

2. I marvel at thee, Octopus:  
If I were thou, I'd call me Us.

---

---

3. "He and his cousin the dolphin,  
Why they like swimmin like I like golphin."

---

---



## LANGUAGE

## A Review of Capital Letters

Are you using capital letters whenever you should? Here is a checklist for you to follow in all your written work.

## Some Uses of Capitals

Use a capital letter to begin:

- the first word of a sentence

*You write very well.*

- the name of a day or of a month

*His parents are coming on Monday, June 15.*

- the name of a person, or the special name of an animal or an object

*Aunt Mary gave him Snoopy for Christmas.*

- the name of a place, such as the name of a street, river, city, or province

*She comes from Oslo in Norway.*

- Mr., Mrs., and Miss

*Mr. and Mrs. Snyder are visiting Miss Boyko.*

- the word I should always be written with a capital letter

*I know that I can do it.*

- the important words in a title of a story, song, or book

*The Ugly Duckling*

*Home on the Range*

*To Kill a Mocking Bird*

1. Read the following story which tells about one of Alberta's early pioneers, John Ware.

With your pen, change the small letters which should have been printed in capitals.

john ware

the log cabin of alberta's noted negro cowboy, john ware, has been saved as a historic site at dinosaur provincial park on the red deer river.

born in the southern u.s., ware came to alberta with a cattle drive in 1883. He was a top cowhand, expert with tough broncos and good with a rope. he bought a ranch on sheep creek in 1891 and moved north to the red deer river country at the turn of the century. his log cabin was built in 1903, two years before his death in a riding accident.

\* If you are interested in reading about other historic sites of Alberta, write to the following address for the free booklet "Historic Sites of Alberta".

Travel Alberta  
Business Development and Tourism  
3rd Floor  
City Centre Building  
10155 - 102 St.  
Edmonton, AB  
T5J 4L6

THIRD DAY

READING

Verses by Eve Merriam, page 350

I hope you are enjoying the nonsense verses in this lesson.

1. Have you ever heard of a "gazinta"? Read the poem at the top of page 350 to find out what it is and how it got its name.

How does the poet lead you to believe in the first stanza, that the gazinta is really a bird?

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Where in the world is the Great Divide?

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What is the divide that the poet is referring to?

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---

In what line do you realize this?

---

What does "gazinta" mean?

---

---

2. In her second poem, One, Two, Three-Gough! Eve Merriam is having fun with the spelling of our language. Read the poem and you will see that this is sough. (Pardon me, I meant to say "so".) After each misspelled word from the poem give its correct spelling.

sough \_\_\_\_\_

blough (4th line) \_\_\_\_\_

nough \_\_\_\_\_

ough \_\_\_\_\_

blough (10th line) \_\_\_\_\_

3. On pages 88 and 89, Think-and-Do Book you will find more nonsense verses. Complete the exercises on page 89 according to the instructions given.



SEND THESE PAGES FOR CORRECTION

## SPELLING

## Spelling Longer Words

1. Write words from your list which match the following meanings.

- (a) a building used for storing gunpowder \_\_\_\_\_
- (b) fulfill desires \_\_\_\_\_
- (c) a liquid which burns easily \_\_\_\_\_
- (d) a known past \_\_\_\_\_
- (e) a machine that transmits sound by  
electricity \_\_\_\_\_
- (f) what is left after subtracting one number from  
another \_\_\_\_\_
- (g) the chief officer of a company \_\_\_\_\_
- (h) one of the seven great masses of land on the  
earth \_\_\_\_\_
- (i) pleasing \_\_\_\_\_
- (j) a small musical instrument which is played with  
a bow \_\_\_\_\_
- (k) a picture made with a camera \_\_\_\_\_
- (l) manage \_\_\_\_\_
- (m) differing from one another \_\_\_\_\_
- (n) a kind of plant \_\_\_\_\_

2. Trial Test: In the space below spell correctly the words you had wrong or found difficult.

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---

Study all your words.

## LANGUAGE

## An Exercise in Proofreading

Do you proofread all your written work before you send it for your teacher to see? \_\_\_\_\_ I hope you do! When you proofread I am sure you try to make each sentence as near perfect as you can.

Here are three important things that you should watch for when you are proofreading.

1. spelling errors
2. punctuation marks
3. use of capital letters

Here is a story that a Grade Six girl wrote but forgot to proofread. It has twenty-three errors. Find and correct them?

There are 9 spelling errors. Circle them and write them correctly at the end of the story.

You will need to add 6 punctuation marks and 8 capital letters.

## A hectic ride

Have you ever been riding your bicycle and suddenly discovered that it had no brakes. I had this experience just last week.

Mother had sent me on an errand to pick up a litre of milk a dozen oranges and a bag of flour at the savemor food store. With the groceries safely in my bicycle basket I started for home. This should have been the easy part of the trip because it is downhill all the way from campbelltown to our acreage.

Whistling a happy tune I coasted quickly along suddenly I heard a whirring sound by the back wheel followed by a loud snap I realized to my horror that my bicycle chain had broken! This meant I had no brakes. What could I do.

As I thought about my problem the fence posts began whizzing by more and more rapidly. I dared not take to the ditch as it was a sheer drop of at least 2 metres on either side.

I gripped the handle bars tighter as the bicycle lurched crazily along. Suddenly our house loomed into view. As I approached the driveway I turned the handle bars sharply. Oranges, milk and flour went flying as I landed with a clatter in my little brother Danny's sandbox.

As I sat gathering up the oranges and brushing off the sand and flour my sister came along. Barely able to conceal a grin she asked,

"What are you doing in there. You know mother has told you lots of times not to go too far in Danny's sandbox."

### Spelling corrections

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |

Did you make 23 corrections? If you did you are becoming a very good proofreader indeed!

For a list of other things to watch for when proofreading your own written work, see Lesson 7, page 5.



Don't forget your diary!



## FOURTH DAY

## READING

The Tree With Animal Fruit, pages 351-355

At the beginning of this unit we discussed myths. We said that a myth is a story by which primitive people tried to explain why things in nature are the way they are.

The story we will read today is an African Myth, in which the Bushmen of the Kalihari Desert in South Africa seek to explain the beginning of animal life and the coming of man.

1. The photograph at the top of page 351 is of a rock painting by Bushmen artists. After reading the headnote (the paragraph in italics at the beginning of the story) tell why you think the photo is an appropriate one for an introduction to this story.

---

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2. Read all the story. Then look back at the picture. What reason does the story give for what is taking place in the picture?

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## WORD SKILLS

## Accent in Longer Words

1. In words of three or more syllables the first or second syllable is usually accented. One of the words in your spelling list is an exception to this rule. In this word the accent is on the third (final) syllable.

Write the word. \_\_\_\_\_ Mark the accented syllable.

2. Say the word *capital*. How many syllables do you hear?  
\_\_\_\_\_ Which syllable is accented \_\_\_\_\_. If you said the first syllable is accented, you are correct.

The words in the list below are like *capital*. They are all three syllable words accented on the first syllable.

Say all the words. Listen to the rhythm as you pronounce them. Use your dictionary to rewrite each word showing its pronunciation. Be sure to mark the accented syllable.

capital	<u>kap' ə təl</u>	furniture	_____
merciless	_____	incident	_____
compliment	_____	catalogue	_____
definite	_____	carnival	_____
enemy	_____	passenger	_____
syllable	_____		

CHECK YOUR WORK ON PAGES 21, 22 WITH THE ANSWERS AT THE END OF LESSON 25.

3. Say the word *fantastic*. How many syllables do you hear? \_\_\_\_\_ Which syllable is accented? \_\_\_\_\_. If you said it is the second syllable you are right.

The words in the list below are like *fantastic*. They are all three syllable words accented on the second syllable.

Say all the words. Can you hear the rhythm as you pronounce them? \_\_\_\_\_ Rewrite each word showing its pronunciation. Mark the accented syllables.

fantastic	_____	imagine	_____
delicious	_____	occasion	_____
October	_____	adventure	_____
advantage	_____	astonish	_____

4. How many syllables do you hear in each of the words below? \_\_\_\_\_ You should hear four. Rewrite each word showing its pronunciation.

particular	_____
economy	_____
responsible	_____

In each of the four syllable words above which syllable is accented?

\_\_\_\_\_

LANGUAGE

Being Creative

When you read a book or a story do you ever wish it had a different ending?

Read the story in yesterday's language lesson. What other way might this story have ended?

Beginning with the sentence, *I gripped the handle bars tighter...* write your own conclusion for this story. Use as many exciting words as you can.

Write your proofread ending in the space provided.

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## FIFTH DAY

## READING

The Tree With Animal Fruit, pages 351-355

1. I hope you enjoyed reading this African myth. Scan it again so that you will remember the main ideas of the story. Then answer the following questions.

1. Does the story tell us that man has always hunted animals? \_\_\_\_\_ Why not?

---

---

2. Tell what life was like under the earth where all the people and animals lived.

---

---

---

3. When they first came to live on the surface of the earth, how did the men and animals treat each other?

---

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4. What caused the relationship to change?

---

---

5. In what way did the relationship change?

---

- 6. Why did man disobey the command of Kaang and build a fire?

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- 7. Do you think life was better for men before or after they rose to the surface of the earth?

---

Give two reasons for your answer.

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- 2. On page 90 in the Think-and-Do Book you will find four short myths. After reading the myths, match each one with its modern scientific explanation, according to the instructions given at the top of the page. Send page 90 for correction.



SPELLING

As your supervisor says each word write it in the space provided.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

LANGUAGE

Daily Diary

In your best handwriting, write your daily diary entries.

Sunday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Monday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tuesday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wednesday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thursday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Friday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Saturday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## SELF-CORRECTING EXERCISES FOR LESSON 25

page 4

## SPELLING

Lesson 25

op/er/ate  
 lon/gi/tude  
 lat/i/tude  
 his/to/ry  
 pres/i/dent  
 con/ti/nent

at/tract/tive  
 sep/a/rate  
 pho/to/graph  
 vi/o/lin  
 var/i/ous  
 tel/e/phone

mag/a/zine  
 dif/fer/ence  
 sat/is/fy  
 gas/o/line  
 to/bac/co

Spelling words arranged in alphabetical order showing the dictionary respelling. (Your dictionary may have different respellings for some of the words given here. Count your work correct if the respelling is from your dictionary.)

attractive (ə træk'tiv)

president (prez'ə dent)

continent (kən'tə nənt)

satisfy (sət'is fī)

difference (dif'er ənce)

separate (sep'ər āt)  
(sep'ər ət)

gasoline (gas'ə lēn)

telephone (tel'ə fōn)

history (his'tə rē)

tobacco (tə bak'o)

latitude (lat'ə tūd)

various (var'ē əs)

longitude (lon'jə tüd)

violin (vī ə lin)

magazine (mag'ə zēn)

operate (op'ər āt)

photograph (fō'tə graf)

## Dictionary definitions

latitude - the distance north and south of the equator  
 measured in degrees

longitude - the distance east or west on the earth's surface  
 measured in degrees

page 11

## WORD SKILLS

Lesson 25

## Descriptive Language

1. 1. Peregil, page 345
2. The Green Knight, page 330
3. Sir Gawain, page 322
4. Pedrillo - the barber, page 336
5. Peregil's wife, page 335
6. Moorish shopkeeper, page 346
7. archy, page 347
8. archy, page 348

2. 1. One, Two, Three - Gough  
Eve Merriam
2. the Octopus - Ogden Nash
3. The Porpoise - Ogden Nash

page 15

READING

Lesson 25

1. She states that it lives near the Great Divide.

The Great Divide is really the watershed in the Rocky Mountains.

The rivers to the east of the Divide flow into the Atlantic Ocean. The rivers to the west flow into the Pacific Ocean. The towns of Field and Lake Louise are located near the Great Divide.

She is referring to the divisions in arithmetic.  
You realize this in line 5.  
"Gazinta" means goes into.

page 16

2. so  
blue  
now  
off  
bluff

page 17

- |                |                |
|----------------|----------------|
| (a) magazine   | (h) continent  |
| (b) satisfy    | (i) attractive |
| (c) gasoline   | (j) violin     |
| (d) history    | (k) photograph |
| (e) telephone  | (l) operate    |
| (f) difference | (m) separate   |
| (g) president  | (n) tobacco    |

REMEMBER TO SEND pages 88, 89 Think and Do IN FOR CORRECTION

page 21

READING

Lesson 25

1. The rock paintings were made a very long time ago and the legend has probably been handed down from that time.
2. The animals appear to be running away because they are now afraid of people since man built a fire.

page 22

WORD SKILLS

Lesson 25

1. vi lin'
2. 3 syllables - the first syllable is accented.

mér'se ləs  
 kom'pli mənt  
 def'ən ət  
 en ə né  
 sil ə bl

férn'ə cher  
 in'sə dənt  
 kat'ə log  
 kar'ni vəl  
 pas'ən jər

Lesson 25 pages to be SENT FOR CORRECTION

Reading	pages 1, 2, 9, 10, 25, 26, and Think and Do pages 88, 89, 90.
Language	pages 5, 6, 7, 8, 14, 19, 20, 24, 28
Spelling	page 27
Word Skills	page 23



LESSON RECORD FORM  
0601 Language Arts 6 Unit 3  
Revised 89/03

Parent's or Supervisor's Comments:

For School Use Only

Assigned  
Teacher: \_\_\_\_\_

Assignment  
Code: \_\_\_\_\_

Graded by: \_\_\_\_\_

Lesson Grading  
Language Arts:  
Writing: \_\_\_\_\_  
Reading: \_\_\_\_\_  
Language: \_\_\_\_\_  
Spelling: \_\_\_\_\_  
Neatness: \_\_\_\_\_

Date Lesson Received:  
\_\_\_\_\_

Lesson Recorded: \_\_\_\_\_

Signature

Apply Lesson Label Here

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Postal Code \_\_\_\_\_

*Please verify that preprinted label is for correct course and lesson.*

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(If label is missing or incorrect)

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\_\_\_\_\_

Lesson Number: \_\_\_\_\_

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- A - Very Satisfactory
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Teacher's Comments:

Signature

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Try to mail each lesson as soon as it has been completed.

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## FIRST DAY

## READING

A Box Full of Troubles, pages 358-363



The story you will read in today's lesson is about the beginning of man's life on earth. It is a Greek myth. As you read it, think of ways that it is similar to and different from the African myth, The Tree With Animal Fruit which you studied in Lesson 25.

1. Read the headnote. What two beliefs of the ancient Greeks are mentioned in this paragraph?

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Below is a list of names of characters from the story you are about to read. Rewrite each name showing the pronunciation that is given in the glossary.

Zeus	_____	Epimetheus	_____
Hermes	_____	Hephaestus	_____
Athene	_____	Phoebus	_____
Prometheus	_____	Apollo	_____
		Pandora	_____

3. Read all of the story to find out who these mythical characters are and what part each plays in this story about the beginning of man's life.



## SPELLING

Words Which Have *y* as a Vowel

The letter *y* is sometimes used as a vowel. Can you think which vowel sounds it most often takes?

As your supervisor reads your spelling words, listen for the vowel sounds made by *y*.

rye	style	spy
dye	rhyme	cyclone
gymnasium	rhythm	cygnet
type	nylon	cylinder
system	mystery	cymbal
gym	bicycle	

1. Write the words in alphabetical order in the spaces below.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Write the 8 words from your list in which *y* has the long *i* sound.

_____	_____	_____
_____	_____	_____
_____	_____	_____





3. How many of the words in exercise 1 end in silent *e*? \_\_\_\_\_
4. Which words contain silent *h*? \_\_\_\_\_
5. Write the two words in which *g* has the *j* sound.  
 \_\_\_\_\_
6. Does *y* in those two words have the long *i* sound? \_\_\_\_\_
7. In gymnasuim which letter has the *z* sound? \_\_\_\_\_
8. Write the 4 words from your list that begin with *cy*.  
 \_\_\_\_\_  
 \_\_\_\_\_
9. In which of the words in exercise 8 does *y* have the short *i* sound?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
10. Circle the word in exercise 8 in which the same letter comes before *y* as after it.
11. Write the correct spellings for these pronunciations:  
 t  $\bar{i}$  p \_\_\_\_\_ st  $\bar{i}$  l \_\_\_\_\_
12. Which word from your list names something used in making bread?  
 \_\_\_\_\_
13. Which word names something used for making color?  
 \_\_\_\_\_

Check your work with the answers at the end of Lesson 26.

## LANGUAGE

## A Proofreading Exercise

How well do you remember what you learned in Lesson 25 about the use of punctuation and capital letters?

1. Copy the following letter in the space provided. Use capital letters only where needed and add the correct punctuation. Write today's date in the heading.

321 river road  
stanger alberta

dear janet

did you have a holiday at easter we did we drove to edmonton to shop and saw a movie called wilderness man how exciting it was be sure to see it if you get the chance

uncle ray gave greg and me a puppy we named him pal he is a german sheperd greg wants to train him to be a watch-dog

do you remember hans ryker he and his family went on a holiday to spain he brought me a ukelele what fun we've both had playing it

i have a job after school delivering packages for hanson's drug store on my bicycle sometime i also run errands for joe the butcher who has opened a meat market on castle street

write soon and tell me when you will come to visit us

your cousin  
tony

A large rectangular box containing a series of horizontal lines for writing. The lines are arranged in a central column, with three lines at the top right and two lines at the bottom right.



## SECOND DAY

## READING

A Box Full of Troubles, pages 356-363

Like most interesting stories, A Box Full of Troubles is built on a series of events having a cause and effect relationship. If you are not certain of the events in the story, skim the story quickly. Then answer these questions in complete sentences.

1. What was the first action that caused all the other events in this story to happen?

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2. What was the first event caused by Epimetheus' forgetfulness?

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3. Why did Prometheus think it was necessary for man to have a special gift?

---

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4. Why was Prometheus' gift of fire more special than the gift Epimetheus had given the animals?

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---

---

5. Why did Zeus think that man as well as Prometheus should be punished for the stolen fire?

---

---

6. How did Zeus punish Prometheus?

---

---

7. Who was Pandora?

---

---

8. What evil things did Zeus put into Pandora's box?

---

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9. What did Pandora's great curiosity cause her to do?

---

---

10. How was all mankind eventually able to face the evils that were released upon the world?

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## WORD SKILLS

## Understanding Words from Your Reader

In order to understand the meaning of a story it is necessary to know the meaning of the words the author has used.

1. Use the glossary or your dictionary to define the following words or names used in A Box Full of Troubles.

Olympus \_\_\_\_\_

Zeus \_\_\_\_\_

Prometheus \_\_\_\_\_

Phoebus Apollo \_\_\_\_\_

Hephaestus \_\_\_\_\_

Athene \_\_\_\_\_

Hours \_\_\_\_\_

Graces \_\_\_\_\_

guile \_\_\_\_\_

pride \_\_\_\_\_

envy \_\_\_\_\_

2. In the Think-and-Do Book on page 91 is a list of words used in our language today. Many of the words have come from other languages. Beside each foreign word at the bottom of the page, print the number of the English word which has been derived from it.



3. Many words in the English language are derived from Greek myths. In the same way, many common expressions have come down to us from these stories. At the top of page 92 in the Think-and-Do Book, four such expressions are used. Read the four paragraphs on the bottom half of the page to decide the meaning of each expression written in italics. Write the meaning of each expression on the dotted line below it.

## LANGUAGE

## Increasing Your Vocabulary

When you write a story or report you should try to use the exact word to express yourself clearly. By doing this you will make your meaning more clear and your written work more enjoyable for the reader.

For each numbered word or group of words in the story, choose a word from the row of words with the same number. The word you choose should make the meaning more exact and the story more interesting. If you are in doubt about the meaning of a word, use your dictionary.

Mother had taken Joan and Ben to see the rodeo. When they got home Dad asked, "Well, how did you enjoy the rodeo?"

"It was all exciting," replied Ben "but I liked the brave<sup>1</sup> bull riders best."

"I liked the funny<sup>2</sup> clowns most," said Joan.

"Did you know," said Father "that clowns aren't in the rodeo just for the purpose of being funny<sup>3</sup>? They play<sup>4</sup> a more important<sup>5</sup> part. Their duty<sup>6</sup> is to stay wide<sup>7</sup> awake and look out for the safety of the bull riders. When a rider is thrown off, the clown tries to get<sup>8</sup> the attention of the bull so it doesn't stamp<sup>9</sup> on or stick<sup>10</sup> its horns into the rider. These brave<sup>11</sup> clowns are sometimes hurt while trying to protect<sup>12</sup> the rider."

Next day Father took Mother and the children downtown for lunch. Seated at the next table was a well-dressed<sup>13</sup> young man.

"Do you know who that is?" asked Father.<sup>14</sup>

"No, I don't remember him," said Joan.

"He is one of the clowns you saw in the rodeo yesterday," Father told them.

Joan was <sup>15</sup>speechless. She looked so surprised that Mother <sup>16</sup>and Ben began to laugh.

1. In each row circle the word which best suits the numbered word in the story.

1. timorous, courageous, cowardly
2. despised, scorned, enjoyed
3. amusing, confining, refusing
4. perform, persist, recline
5. roll, role, row
6. stunt, intent, obligation
7. sluggish, alert, composed
8. restrain, apprehend, attract
9. grapple, mold, trample
10. gore, jostle, engulf
11. impudent, heroic, scoffing
12. shield, inspect, distract
13. shabbily, nattily, carelessly
14. inquired, implied, imagined
15. verbose, irate, dumbfounded
16. surpassed, angered, astounded



## THIRD DAY

## READING

A Box Full of Troubles, pages 356-363

The headnote of this Greek myth tells us that the early Greeks believed that man was the most important being on earth. They also believed that man would be able to overcome life's difficulties.

1. What event in the story tells us that the Greeks believed man to be of more importance than other living creatures?

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---

---

---

---

2. What event in the story tells us that the Greeks believed that man might be able to overcome his problems?

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---

---

3. What do you think the Greeks believed would happen to man if he interfered with what belonged to the gods?

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4. What thing that belonged to the gods was interfered with?

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5. In your own words tell what happened because of this interference.

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6. You have learned that a myth is a story that tries to account for something in nature. Some of the natural occurrences myths often try to explain are:

how men and animals came to earth  
how men acted toward animals  
how men acquired fire  
how fire affected men's lives  
what caused day and night

Pick one of the occurrences listed above. In a few sentences compare the Greek explanation with the African explanation, given in The Tree With Animal Fruit.

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## SPELLING

Words Which Have *y* as a Vowel

1. Write the word from your list which means a young swan.

\_\_\_\_\_

2. The homonym of cygnet is signet. What does signet mean?

\_\_\_\_\_  
\_\_\_\_\_

3. Show the pronunciation of cygnet and signet.

\_\_\_\_\_

4. Which word is the homonym of symbol? \_\_\_\_\_

Which word means a sign? \_\_\_\_\_

Which word means part of an orchestra? \_\_\_\_\_

5. Show the pronunciation of gymnasium. \_\_\_\_\_

How many syllables does it have? \_\_\_\_\_

Which syllable is accented? \_\_\_\_\_

6. Does gym have the same pronunciation as the boy's name Jim?

\_\_\_\_\_

Show the pronunciation of these words.

\_\_\_\_\_

7. Trial Test: In the space below write your difficult words.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Study all your words.

LANGUAGE

Let's Write A Myth

I hope you have enjoyed reading the myths in your reading lessons.

For your Language lesson today, write a short myth of your own. You have learned that a myth is a story that gives a fanciful explanation of something in nature.

Now, use your imagination. Can you think of fanciful explanations to tell:

why rabbits have short tails?

why robins have red breasts?

why crows are black?

why porcupines have quills?

why we see a rainbow?

Choose one of the above topics and write a myth of at least one page. Remember that in a myth, anything is possible, and all creatures can talk to each other.

Write your rough copy today. Tomorrow you may proofread it and write it on the lined paper provided.

If you have not written in your diary today you may do it now.

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## FOURTH DAY

## READING

The Prince and the Pauper, pages 364-393

Have you ever wondered what it would be like to change lives with a prince? In the play you will read today, Tom Canty, a poor boy from the slums of London, does just this.

The story, The Prince and the Pauper, was originally written by Mark Twain. Many years later Deborah Newman selected a few important episodes from the story and rewrote them for a radio play. The radio adaptation is shorter and has fewer characters than the novel.

In a radio play, the listener or reader must visualize the scene and the characters from the dialogue and from the narrator's speeches.

The *narrator* is not a character in the usual sense. Instead, the *narrator* speaks directly to the listener and fills in the story action between sections of the dialogue. These speeches together with music and other sound effects may signal the change of time or place, or the entry of another character.

Directives like (snarling) page 364 indicate the mood and character of the speaker. They show how the lines should be spoken when the play is being read aloud.

1. The narrator's first speech tells us about the setting of the story.

In what country does it take place? \_\_\_\_\_

Approximately how many years ago did it take place? \_\_\_\_\_

What is the definition of *pauper* given in the glossary?

\_\_\_\_\_

What is the pauper's name? \_\_\_\_\_

Now relax, sit back and enjoy the selection.

Curtain going up!

Read to the end of page 373.

## WORD SKILLS

## Understanding Words from Your Reader

Your Word Skills lesson today comes in the form of a crossword puzzle. I hope you will enjoy doing it.

All the words that you will need to use are listed below. All are from the play, The Prince and The Pauper. Use each word only once.

nigh	pauper
assemblage	hark
vagabond	daft
impostor	brute
reverence	gorgeous
indulgence	poverty
tower	treason
sceptre	oppression
forfeited	jest
cudgel	wits
coffer	pounds
equerries	

Down

1. a high structure that forms part of a castle
2. a very poor person
3. crazy or insane
4. units of money used in Great Britain
5. favor or privilege
6. officers of a royal or noble household
7. the rod or staff carried by a ruler as a symbol of royal power or authority
8. near or nearly
9. a person who assumes a false name or character
10. listen
11. a feeling of deep respect
12. richly colored; splendid
13. a good for nothing person; a rascal

Across

14. a box; especially one used to hold money or other valuable things
15. cruel or unjust treatment
16. a stupid cruel or coarse person
17. a betrayal of one's country or ruler
18. the power to understand quickly
19. a group of persons gathered together
20. a lack of what is needed
21. joke
22. given up as a penalty for some act or fault
23. a short thick stick used as a weapon





Crossword puzzle grid with the following words filled in:

- 1 THE PRINCE
- 8 AND
- 11 THE PAUPER

Other numbered squares in the grid are empty, representing the remaining letters to be filled in for words 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, and 23.

SEND FOR CORRECTION









## FIFTH DAY

## READING

The Prince and the Pauper, pages 373-383

I hope you enjoyed reading the first part of the play. Tom and the Prince certainly have come from different backgrounds haven't they?

1. Tell some of the contrasts between the two boys according to the following:

*place of birth* \_\_\_\_\_

Tom - \_\_\_\_\_

\_\_\_\_\_

the Prince - \_\_\_\_\_

\_\_\_\_\_

*parents* \_\_\_\_\_

Tom - \_\_\_\_\_

\_\_\_\_\_

the Prince - \_\_\_\_\_

\_\_\_\_\_

*homes* \_\_\_\_\_

Tom - \_\_\_\_\_

\_\_\_\_\_

the Prince - \_\_\_\_\_

\_\_\_\_\_

*clothes* \_\_\_\_\_

Tom - \_\_\_\_\_

\_\_\_\_\_

the Prince - \_\_\_\_\_

\_\_\_\_\_

2. Read the remainder of the play, pages 374-383. Then show your teacher how well you know the main ideas of the story by answering the following questions. Write complete sentence answers.

1. How did the Prince and Tom come to exchange roles?

\_\_\_\_\_  
\_\_\_\_\_

2. Why do you think the Prince wanted to change places with Tom?

\_\_\_\_\_

3. Why didn't the king believe Tom, and why didn't John Canty believe the Prince when both boys were telling the truth about who they were?

\_\_\_\_\_  
\_\_\_\_\_

In what way were the fathers' reaction similar?

\_\_\_\_\_

What was the difference in the way each boy was treated?

\_\_\_\_\_  
\_\_\_\_\_

3. In your opinion did the change of clothing make Tom Canty a prince or the Prince a pauper? Explain why you think as you do.

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SPELLING

As your supervisor says each word write it in the space provided.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature





LANGUAGE

Daily Diary

In your best handwriting, write your daily diary entries.

Sunday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Monday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tuesday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wednesday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thursday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Friday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Saturday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SELF-CORRECTING EXERCISES FOR LESSON 26

page 1

READING

Lesson 26

1. 1. Man is the most 'important' being on Earth.
2. Man can hope to overcome the many problems of living.

page 2

- |    |               |  |                 |
|----|---------------|--|-----------------|
| 2. | züs           |  | ep'ə mē thūs-or |
|    | Hèrm əz       |  | ep'ə mē thē əs  |
|    | ə thé nē      |  | hi fes'təs      |
|    | prə mē'thē əs |  | fē'bəs, əpəl'ō  |
|    |               |  | pan dō'rə       |

page 3

SPELLING

Lesson 26

- |    |          |           |         |
|----|----------|-----------|---------|
| 1. | bicycle  | gym       | rye     |
|    | cyclone  | gymnasium | spy     |
|    | cygnet   | mystery   | style   |
|    | cylinder | nylon     | system  |
|    | cymbal   | rhyme     | type    |
|    | dye      | rhythm    |         |
| 2. | dye      | style     | cyclone |
|    | rye      | type      | nylon   |
|    | spy      | rhyme     |         |

page 4

3. six
4. rhyme, rhythm
5. gym, gymnasium
6. No
7. s
8. cyclone, cygnet, cylinder, cymbal
9. bicycle, cygnet, cylinder, cymbal, gym, gymnasium, mystery, rhythm, system.
10. see 8 above
11. type, style
12. rye
13. dye

page 11

LANGUAGE

Lesson 26

- |               |                 |
|---------------|-----------------|
| 1. courageous | 9. trample      |
| 2. enjoyed    | 10. gore        |
| 3. amusing    | 11. heroic      |
| 4. perform    | 12. shield      |
| 5. role       | 13. nattily     |
| 6. obligation | 14. inquired    |
| 7. alert      | 15. dumbfounded |
| 8. attract    | 16. astounded   |

page 17

READING

Lesson 26

1. England  
sixteenth century - about 400 hundred years ago  
pauper - a very poor person  
pauper's name in the story - Tom Canty

Lesson 26 pages to be SENT IN FOR CORRECTION

Language

pages 6, 22, 27, 28

Reading

pages 7,8, 12, 13, 20, 23, 24, 25 and  
Think and Do pages 91, 92

Word Skills

page 9

Spelling

pages 14, 26

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**0601 Language Arts 6 Unit 3**  
Revised 89/03

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Assigned  
Teacher: \_\_\_\_\_

Assignment  
Code: \_\_\_\_\_

Graded by: \_\_\_\_\_

Lesson Grading  
Language Arts:  
Writing: \_\_\_\_\_  
Reading: \_\_\_\_\_  
Language: \_\_\_\_\_  
Spelling: \_\_\_\_\_  
Neatness: \_\_\_\_\_

Date Lesson Received:  
\_\_\_\_\_

Lesson Recorded: \_\_\_\_\_

**For Student Use**

(If label is missing  
or incorrect)

File Number:  
\_\_\_\_\_

Lesson Number: \_\_\_\_\_

Date Lesson Submitted:  
\_\_\_\_\_

**Grading Scale:**

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

\_\_\_\_\_  
Signature

**Apply Lesson Label Here**

Name	Address	Postal Code

*Please verify that preprinted label is for  
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\_\_\_\_\_  
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## FIRST DAY

## READING

The Prince and the Pauper, pages 364-383

Do you recall the main ideas of the story from last week's lesson? Quickly scan the last half of the story, beginning with the narrator's speech at the bottom of page 373. Then answer the following questions in complete sentences.

1. What happened in the royal family that made it especially important to the Prince that he should prove he was the real prince?

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2. Two events in the story helped to solve the identity of the Prince and Tom? One had to do with a habit Tom had acquired as a small child. What was this habit?

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3. The other event which helped to identify the boys, had to do with a huge round golden disk with letters on it. What was this disc called?

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Which boy knew what the golden disk should be used for?

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For what had Tom used the Great Seal?

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## SPELLING

Words Containing the *sh* Sound

There are many different spellings of the *sh* sound . All your spelling words this week have the *sh* sound. Notice the many different ways this sound is spelled. I can find 8. Can you?

confession	admission	anxious
institution	machinery	social
examination	expression	special
caution	patient	friction
generation	ocean	declaration
sugar	mission	

1. Write your spelling words in alphabetical order on the lines below. Say each word aloud as you write it.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Write the word from your list that begins with the *sh* sound.

\_\_\_\_\_

3. Which word uses *ch* to spell the *sh* sound.

\_\_\_\_\_

4. Which word uses *tient* to spell the *shant* sound?

\_\_\_\_\_

5. Which word uses *cean* to spell the *shan* sound?

\_\_\_\_\_

6. Which word uses *xious* to spell the *shas* sound?

\_\_\_\_\_

7. Write five list words in which *tion* spells the *shan* sounds.

\_\_\_\_\_

\_\_\_\_\_

8. Write the four, four-syllable words.

\_\_\_\_\_

\_\_\_\_\_

9. Which word has five syllables? \_\_\_\_\_

What is its root word? \_\_\_\_\_

## LANGUAGE

## Using What You Have Learned

In her play, *The Prince and the Pauper*, the author has made the dialogue interesting by using a variety of sentences.

1. Show your teacher that you recognize the four different kinds of sentences used by finding an example of each on page 365. Write the sentence in the space below. (The punctuation will give you a clue.)

imperative (command) \_\_\_\_\_

\_\_\_\_\_

declarative (statement) \_\_\_\_\_

\_\_\_\_\_

interrogative (question) \_\_\_\_\_

\_\_\_\_\_

exclamatory (exclamation) \_\_\_\_\_

\_\_\_\_\_

2. Write a sentence from page 364 which contains an appositive.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



SECOND DAY

READING

The Prince and the Pauper, pages 364-383

In writing this story Mark Twain has used a form of humor called satire to emphasize the great difference between the nobility and the common people of England in the sixteenth century.

The Intermediate Dictionary of Canadian English defines satire in this way:

satire (sat' ī r) 1. the use of sarcasm or irony to attack or ridicule a habit, idea or custom. 2. a poem, essay, story, etc. that ridicules in this way.

The word sarcasm (sar kaz əm) is defined as a sneering or cutting remark.

The definition of irony (ir ənē) is: a method of expression in which the meaning intended is the opposite of that expressed.

In several places in the story the author makes fun of the customs of the court. One example of this can be found on page 371 when he describes the formal ritual of dressing the prince.

- 1. How many people were involved in putting the shirt on the Prince? Name them.

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- 2. Find another example of satire on page 371. Write the lines spoken by Tom when this "emergency" arises.

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3. Who was Humphrey?

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4. How did Tom propose to increase Humphrey's wages?

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5. Explain the satire that would bring about Humphrey's raise in pay?

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6. You will find another example of satire on page 378. What was the privilege that Hendon wanted the Prince to grant him?

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7. List eight place names and titles that Mark Twain used in his story.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

8. Pick two names and titles from the list in exercise 7 and tell why you find each amusing.

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Do you know Mark Twain's other name? It is Samuel Clemens. The name Mark Twain is called a pen name or pseudonym. Mark Twain wrote the famous story, Adventures of Tom Sawyer.

## WORD SKILLS

## Use Your Imagination!

1. When you *see* a play or movie it is usually quite easy to understand how the characters feel by listening to the words they say, and watching their movements and facial expressions. When you *read* a play you can only imagine this.

Read the dialogue on page 96 in your Think-and-Do Book. Show your teacher how well you can interpret the feelings of the characters by completing the exercises according to the instructions given.

2. If you have some idea of what a play or movie is about you will be better able to decide if you want to see it. On pages 94 and 95, in the Think-and-Do Book, are several movie reviews. Read each one carefully and answer the questions which follow it.



## LANGUAGE

There is no assignment for your language period today. Your language time for today is your free time. You may choose to do whatever you like. Perhaps you have some unfinished exercises which need completing. You may read a story or a play. You might even want to review the play in your reader, The Prince and the Pauper and be ready for your language assignment tomorrow. Have fun!



## THIRD DAY

## READING

Five Hundred to One, pages 384-395

The story you will read today is called science fiction.

1. Read the headnote on page 384. Don't you agree that this would be a marvelous adventure? \_\_\_\_\_
2. Look at the picture on page 384. What do you think is happening in the picture?

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3. What does the term antigravity mean?

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4. Read all of the story. Then tell why you think Five Hundred to One is an appropriate title for it.

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## SPELLING

Words Containing the *sh* Sound

1. Write the word from your spelling list which best matches each definition given below.

(a) a vegetable substance used for sweetening \_\_\_\_\_

(b) rubbing of one object against another \_\_\_\_\_

(c) a formal announcement \_\_\_\_\_

(d) an organization or society for some public or social purpose  
\_\_\_\_\_

(e) the station or headquarters of a religious group \_\_\_\_\_

(f) trouble; worried \_\_\_\_\_

(g) a warning \_\_\_\_\_

(h) a person who is being treated by a doctor \_\_\_\_\_

(i) all the people born at about the same time . \_\_\_\_\_

(j) concerned with human beings in their relations to each other  
\_\_\_\_\_

2. Which word from your list can have the same meaning as confession.

\_\_\_\_\_

Check your work with the answers given at the end of Lesson 27.

3. Write a sentence in which this word does not have the same meaning as confession.

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---

4. Write two words from paragraph 1, page 385, in your reader which have the *sh* sound.

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5. Trial Test: In the space below write correctly your most difficult words.

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---

Study all your words.

## LANGUAGE

For your language lesson today you are to do ONE of the following.

1. Write a Play.

Write a short story in the form of a radio play. Your play should have two or three characters and a narrator. The play should be at least a page in length.

The story for your play may be original or, if you would rather, you may write a well known nursery rhyme or other story in the form of a play. Try to make it humorous so it will be more enjoyable to read.

Be sure to give sufficient directives so the reader will know how your play should be read aloud.

Here are some suggestions of well-known stories to write.

Red Ridinghood and the Wolf

Three Little Pigs

The Owl and the Pussy Cat (Do not rhyme it.)

If you wish you may write a satire on one of the above. Remember however; it must be in the form of a play.

Refer to Cavalcades page 364 when setting down your *title* and *cast of characters*.

OR

2. Write a science fiction story. Before you begin this exercise, quickly skim the science fiction story, Five Hundred to One.

Have you ever imagined what it would be like to have a supernatural power such as Peter Graves had? (Peter, you will remember, was able to suspend himself in the air or fly through it.)

1. Think of a supernatural power that you would like to have. Write it on the line below.

---

2. Write your short science fiction story telling about an adventure you had because of your supernatural power.

Write the rough copy of your play OR science fiction story today. Tomorrow you may proofread and polish it.









FOURTH DAY

READING

Five Hundred to One, pages 384-395

1. In science fiction some events are realistic and some are fanciful or fictitious. Scan the story and think for a few moments how the author has brought this fictional story to life. Then complete the following exercise.

1. What does the author say about Peter that makes him seem like a very real boy, even though his experience could not have been real?

---

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---

2. List several details which make the story seem to be happening in a real place.

---

---

---

3. Do you think an adventure like this might happen in the future? \_\_\_\_\_

What might be used in place of the anti-gravity metal, furloy?

---

---

---

4. What is the name given to fictional stories about science?

---

2. Supernatural powers do not always bring good luck to those who possess them. What unfortunate thing happened to Peter Graves because of his supernatural powers?

---

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---

3. Page 98 of Think-and-Do Book describes two other magical powers which might bring good fortune or misfortune to those who possess them. Read each story and complete the exercises according to the instructions given at the top of the page.

## WORD SKILLS

## Understanding Words from Your Reader

1. Write the definition of each of the words in the list, according to the context in which it is used in the story Five Hundred to One. Use your dictionary or glossary.

mincing \_\_\_\_\_  
\_\_\_\_\_

vaulting \_\_\_\_\_  
\_\_\_\_\_

agile \_\_\_\_\_  
\_\_\_\_\_

lavishly \_\_\_\_\_  
\_\_\_\_\_

commotion \_\_\_\_\_  
\_\_\_\_\_

altitude \_\_\_\_\_  
\_\_\_\_\_

feats \_\_\_\_\_  
\_\_\_\_\_

incredible \_\_\_\_\_  
\_\_\_\_\_

2. Choose two of the above words and write interesting sentences to show that you understand the meanings.



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3. In the story Five Hundred to One the author has written a fanciful tale which has many realistic details. This type of story is classed as science fiction. In your Think-and-Do Book, page 97, there is a different fanciful tale. After reading it, decide if the story would be classed as satire or science fiction. Write your answer here.

---

4. At the bottom of page 97 in the Think-and-Do Book, put a check (✓) in front of each statement that is true of the story on that page.







FIFTH DAY

READING

Five Hundred to One, pages 384-395

Fanciful tales like the ones you have read in this unit reflect the times in which the story was set.

1. Do you think a story like Five Hundred to One could have been written in King Arthur's time? \_\_\_\_\_ Why not?

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2. Tell three aspects of the story which show that it is a modern tale.

---

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---

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3. Why do authors today write stories about scientific achievement, while tales of knights and chivalry were favorite topics of writers during the Middle Ages?

---

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4. In this unit of your reader you have read several types of fanciful tales. Write the name of one story from the unit which fits each example.

Legend \_\_\_\_\_

Science Fiction \_\_\_\_\_

Myth \_\_\_\_\_

5. If you could be any one of the story book characters from this unit, which would you be?

\_\_\_\_\_

6. On page 99, in the Think-and-Do Book are examples of imaginative writing. Read the selections and answer the questions according to the instructions given. Here are two clues which may help you.



- |  |
|--|
| <ol style="list-style-type: none"><li>1. A fable is a story which teaches a lesson.</li><li>2. A tall tale is one which exaggerates.</li></ol> |
|--|

SPELLING

As your supervisor says each word write it in the space provided.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

LANGUAGE

Daily Diary

In your best handwriting write your daily diary entries here.

Sunday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Monday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tuesday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wednesday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thursday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Friday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Saturday \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SELF-CORRECTING EXERCISES FOR LESSON 27.

pages 3, 4

SPELLING

Lesson 27

- |              |                |         |
|--------------|----------------|---------|
| 1. admission | expression     | ocean   |
| anxious      | friction       | patient |
| caution      | generation     | social  |
| confession   | institution    | special |
| declaration  | machinery      | sugar   |
| examination  | mission        |         |
| 2. sugar     | 8. declaration |         |
| 3. machinery | machinery      |         |
| 4. patient   | generation     |         |
| 5. ocean     | institution    |         |
| 6. anxious   | 9. examination |         |
| 7. caution   | exam           |         |

page 6

READING

Lesson 27

- There were four people involved in putting the shirt on the prince.  
The Chief Equerry in Waiting  
The First Lord of Buckhounds  
The Second Gentleman of the Bed Chamber, and the First Lord of the Bedchamber.
- Please, my lords, I crave your indulgence. My nose itches. What is the custom in this emergency?

or

Is there no Hereditary Scratcher?

page 7

- Humphrey was the Whipping Boy.
- He proposed to study so badly that Humphrey would get whipped more frequently and thus earn a higher wage.
- The poorer Tom's school work was the higher Humphrey's salary rose. Humphrey's salary depended upon the number of whippings he received as a result of Tom's poor school work. The greater the number of whippings the higher the salary.
- He wanted the king to grant that he and his heirs forever may sit in the presence of the King of England. (Otherwise he might have to stand for weeks until Tom's wits were cured.)

- |                |                               |
|----------------|-------------------------------|
| 7. Wales       | His Most Royal Majesty        |
| England        | Edward Tudor, Prince of Wales |
| Offal Court    | Edward, King of England       |
| Pudding Lane   | Hereditary Scratcher          |
| Lord Protector |                               |

page 12

- |                 |                |
|-----------------|----------------|
| 1. (a) sugar    | (f) anxious    |
| (b) friction    | (g) caution    |
| (c) declaration | (h) patient    |
| (d) institution | (i) generation |
| (e) mission     | (j) social     |

2. admission

page 20

WORD SKILLS

Lesson 27

- |            |   |
|------------|---|
| 1. mincing | - walking with very short steps                                     |
| vaulting   | - jumping or leaping by using a pole and the hands                  |
| agile      | - moving quickly and easily active, lively nimble                   |
| lavishly   | - very abundantly, more than needed                                 |
| commotion  | - violent movement, confusion, tumult, disturbance                  |
| feats      | - accomplishments, great deeds requiring skills, strength or daring |
| incredible | - unbelievable  |

Lesson 27 pages to be SENT FOR CORRECTION

- |             |   |
|-------------|---|
| Reading     | pages 1, 2, 8, 11, 18, 19, 24, 25, and Think and Do<br>pages 94, 95, 96, 98, 99 |
| Language    | pages 5, 23, 27, 28   |
| Spelling    | pages 13, 26  |
| Word Skills | page 21   |







## **ALBERTA DISTANCE LEARNING CENTRE**

### **MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS**

#### **1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:**

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

#### **2. POSTAGE REGULATIONS**

Do not enclose letters with lessons.

Send all letters in a separate envelope.

#### **3. POSTAGE RATES**

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

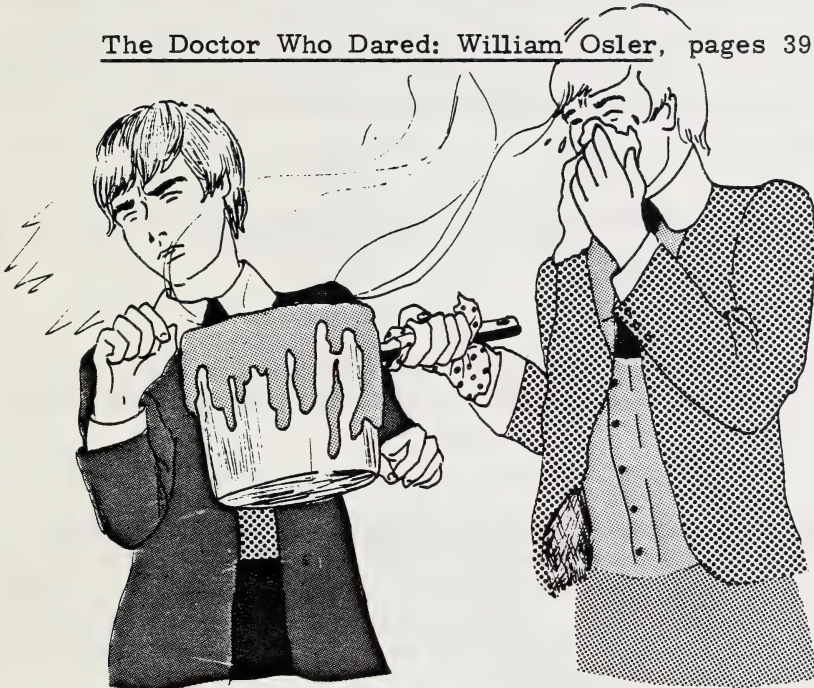
Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

The Doctor Who Dared: William Osler, pages 397-418



Our story in this week's reading lesson is in the form of a biography. It is the story of a Canadian medical hero named William Osler.

1. Read the biographical note on page 396.

1. Why would Iris Noble be interested in a Canadian hero?

---

---

2. Would she be qualified to write about Osler? \_\_\_\_\_

Give a reason for your opinion.

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---

2. Read the title. What character trait of William Osler does the title imply?

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---

William Osler was a Canadian doctor. He possessed intellectual curiosity and determination to seek out the truth and became one of the world's foremost physicians.

As you read the story you will learn a great deal about Osler's pioneer family, his fun-loving character and the type of education he experienced.

The story opens with a schoolboy prank which reveals certain characteristics of Osler, that remained with him all his life.

Read all of Chapter One to find out what this prank was and what consequences it had for Willie Osler.

## SPELLING

## All About Gardening

Do you like to work in the garden? If you do, the words in this week's spelling list should be familiar to you.

daisy	hose
spider	orchard
hawk	irrigate
chopped	root
turnip	spade
sprinkle	insecticide
mower	hatchet
fertilizer	branch
drain	horticulture
ladder	

Did you know that orchard means garden yard? It used to be spelled *ortgeard*. *Ort* is from Latin word *hortus* which means garden, and *geard* is the old spelling of *yard*. By pronouncing *ortgeard* quickly, can you see how the word orchard came to have its present spelling?

1. Write the spelling words in alphabetical order. Next to each word write the dictionary respelling which shows its pronunciation. The first and last are done for you.

- |                           |           |
|---------------------------|-----------|
| 1. <u>branch</u> (branch) | 10. _____ |
| 2. _____                  | 11. _____ |
| 3. _____                  | 12. _____ |
| 4. _____                  | 13. _____ |
| 5. _____                  | 14. _____ |
| 6. _____                  | 15. _____ |
| 7. _____                  | 16. _____ |
| 8. _____                  | 17. _____ |
| 9. _____                  | 18. _____ |

19. turnip tér'nip

2. Write *orchard*. \_\_\_\_\_ Now write three verbs from your spelling list that are ways of watering an orchard.

\_\_\_\_\_

3. Write *mower*. \_\_\_\_\_ What is the root word of mower.

\_\_\_\_\_

4. Write a sentence using *mow* as a verb.

\_\_\_\_\_

\_\_\_\_\_

5. Write a sentence in which the word *mow* is a noun. Use your dictionary for this definition.

\_\_\_\_\_

\_\_\_\_\_

6. Write a complete sentence telling how a *ladder* is used in a orchard.

\_\_\_\_\_

\_\_\_\_\_

7. When would a farmer or gardener have to drain land? Use the word *drain* in your answer.

\_\_\_\_\_

\_\_\_\_\_

8. When would a farmer need to irrigate land? Use the word *irrigate* in your answer.

\_\_\_\_\_

\_\_\_\_\_

9. Which word from your list is something a gardener might sprinkle on the leaves of a tree or plant?

\_\_\_\_\_ Write a clear concise sentence telling why he would do this.

---

---

10. In the space below write the definition of *hawk* as a noun.

---

---

11. What is the meaning of *hawk* when it is used as a verb?

---

---

## LANGUAGE

## Doers and Receivers

1. Read the following sentences. Notice the words in italics.

1. The cow ate *grass*.
2. My brother lost his *mitts*.
3. Mother baked *cookies*.
4. The hunter shot *a bear*.
5. The hikers made a *campfire*.

1. What is the subject of each sentence?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. Write the verb that tells what the subject did.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Remember: A verb is an action word. The words in italics in sentences 1, 2, 3, 4, 5 above, receive the action.



2. Complete each of the following statements with a noun that tells *who* or *what*. The first one is done for you.

The cook chopped the meat.

The trainer broke the \_\_\_\_\_.

The engineer drove the \_\_\_\_\_.

The singer sang the \_\_\_\_\_.

The policeman caught the \_\_\_\_\_.

Read each statement again. Did you notice that each subject performs an action?

Did you notice too, that in each sentence something or someone received that action? We say that someone or something is the *object* of the action.

In exercise 1, sentences 1, 3, and 4, the grass receives the action of eating; the cookies receive the action of baking and the bear receives the action of shooting.

*Grass, cookies, bear* and other italicized words in these sentences are called the objects of the verbs to which they are connected. The words, grass, cookies, mitts, bear and campfire are the objects that received the action.

Each *object* answers the question *who* or *what* when placed after the verb.

CHECK YOUR WORK ON Pages 6 and 7 WITH THE ANSWERS AT THE END OF LESSON 28.

3. In each of the following sentences list the *subject*, *object* and *verb*.

- (a) The squirrel cracked the nut.
- (b) Tom called his father.
- (c) The cat lapped up the cream.
- (d) Alice found the puppy.
- (e) The lumberjack felled the tree.

	SUBJECT (Doer)	VERB (Action)	OBJECT (Receiver)
(a)	_____	_____	_____
(b)	_____	_____	_____
(c)	_____	_____	_____
(d)	_____	_____	_____
(e)	_____	_____	_____

Not every verb has an object. Just because a word follows a verb it is not necessarily receiving the action.

For example:

A gloomy silence fell suddenly.

What part of speech is suddenly?

(I'm sure you recognize it as an adverb.)

Remember: an *object* will always be a *noun* or *pronoun*.

SECOND DAY

READING

The Doctor Who Dared: William Osler, pages 397-418

I hope you enjoyed reading the first chapter of The Doctor Who Dared.

1. Scan the pages listed for today's reading. Then complete the following exercises.

Pages 398-404

1. Why do you think the author included the schoolboy prank in the biography of William Osler?

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2. Do you think the boys' act of revenge was justified? \_\_\_\_\_

3. What does Willie's reaction to Featherston's scolding tell us about both brothers?

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Pages 405-407

4. What was your strongest impression of the Osler family as you read about their life in Canada?

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5. Reverend Johnson was a wise and thoughtful man. What evidence do you find to support this? (Page 405)

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Pages 408-414

6. How did Willie's mood change after the warden's lecture?

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7. What new interests began to replace Willie's trend toward mischief?

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## WORD SKILLS

## Understanding Words From Your Reader

Show your teacher how well you understand the vocabulary used in this week's reading selection by matching each word from the list with its correct definition below.

algae	heritage
anaesthesia	mazurka
anaesthetic	miasma
anatomy	nauseous
biology	parsonage
ceremonious	polyzoan
chasten	reprimand
dissect	reproof
ether	ritual
escapade	specimen
fungus	theology
guttural	tyranny
	warrant

1. nauseous the feeling one has when one is about to vomit
2. \_\_\_\_\_ formed in the throat, harsh
3. \_\_\_\_\_ a written order giving authority for something
4. \_\_\_\_\_ cruel or unjust use of power
5. \_\_\_\_\_ a wild adventure or prank
6. \_\_\_\_\_ full of ceremony; very formal
7. \_\_\_\_\_ a form or system of rites
8. \_\_\_\_\_ that which is handed on to a person from his ancestors
9. \_\_\_\_\_ a severe and formal reproof
10. \_\_\_\_\_ a lively Polish dance
11. \_\_\_\_\_ to restrain from excess; subdue
12. \_\_\_\_\_ a small water animal that reproduces by budding

See answers at the end of Lesson 28



13. \_\_\_\_\_ a group of water plants that have chlorophyll but do not have true stems, roots or leaves
14. \_\_\_\_\_ the study of religion and religious beliefs
15. \_\_\_\_\_ a group of plants without flowers, leaves or green coloring matter
16. \_\_\_\_\_ the science of living matter in all its forms; the study of plant and animal life
17. \_\_\_\_\_ a single part or thing regarded as an example of its kind
18. \_\_\_\_\_ words of blame or disapproval
19. \_\_\_\_\_ the science of the structure of animals and plants
20. \_\_\_\_\_ separate the parts of an animal or plant in order to examine its structure
21. \_\_\_\_\_ a poisonous vapor rising from the earth and polluting the air
22. \_\_\_\_\_ the house provided for a minister by his church
23. \_\_\_\_\_ a substance that causes entire or partial loss of the feeling of pain, touch, etc.
24. \_\_\_\_\_ an entire or partial loss of the feeling of pain, touch, etc.
25. \_\_\_\_\_ a colorless strong smelling liquid that burns and evaporates readily; an anaesthetic





THIRD DAY

READING

The Doctor Who Dared: William Osler, pages 397-418

Willie Osler is growing up from a mischievous boy into a concerned adult. Read page 415 carefully to learn what interesting things Willie is learning to do.

1. Which new character has entered the story?

---

2. What did Willie already know of Dr. Bovell?

---

---

---

---

3. How did Willie come to learn of the grave dangers resulting from infection?

---

---

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---

---

4. The author speaks of Willie as being Dr. Bovell's protege. What does he mean?

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---

---

---

5. What changes became noticeable in Willie at this time?

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---

---

---

6. From what you have read about Willie Osler do you think his mother was justified in her doubts about her son's future as a minister? \_\_\_\_\_ Why?

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## SPELLING

## All About Gardening

1. Write two sentences showing very different meanings of the word *hose*.

---

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---

---

---

2. What is the root word of *chopped*? \_\_\_\_\_

Add a different suffix to *chop* so that it makes a noun.

\_\_\_\_\_

Write a sentence using the noun.

---

---

3. In the words *chop* and *control* what happens to the final consonant before we add the suffix *ing*?

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---

4. Write the dictionary meaning of the word *horticulture*.

---

---

---

---

5. Some Riddles

Which word from your spelling list is the answer to each of these riddles?

Some people think walking under me will bring bad luck.

---

If you take away my two first and two last letters you will have the name of a place to skate.

---

Take away the last three letters and you have a synonym for boy.

---

Take away the last two letters and you have a verb which tells something that an egg can do.

---

6. Trial test: In the space below write correctly your difficult words.

---

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---

## LANGUAGE

## More Doers and Receivers

How well do you remember what you learned about objects? If you are not sure you can recognize objects in sentences, review yesterday's language lesson.

1. In each of the following sentences circle the *verb* and, if there is an *object* underline it.

(a) Jim hoed potatoes.

(b) The crowd cheered the brave acrobat.

(c) For an hour we swam up and down the river.

(d) The nurse comforted the small child.

(e) The baby howled pitifully.

• See the answers at the end of Lesson 28.

2. Write sentences using all the words given. In each sentence make one noun or pronoun the *object* of the verb.

 (a) scratched - cat, dog, claws

The cat scratched the dog with its claws.

(b) took - I, Grandfather, me

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) will notice - nobody, them, crowd

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SEND FOR CORRECTION

(d) found - Jan and I, puppy, woods

---

---

---

(e) played - pianist, piano, us

---

---

---

Did you notice a difference between pronouns used as subjects and pronouns used as objects?

Here is a chart that will help you use the correct pronouns for subjects and objects in all your writing. Cut it out and save it. You will need it for Lesson 29.

<u>Subject</u>	<u>Object</u>
I	me
he	him
she	her
we	us
they	them
who	whom

Check your work with the answers at the end of Lesson 28.

## FOURTH DAY

## READING

The Doctor Who Dared: William Osler, pages 397-418

1. High-spirited Willie has had many exciting experiences. Of the experiences you read about in Chapter One, which impressed you most?  

---

---
2. A person's character is revealed by what he says and does and by the way other people react to him. What did the experience mentioned above reveal about Willie's character?  

---

---

---
3. In the first chapter of the story, several of Willie's character traits are revealed. Check (✓) the character traits that describe Willie.

- felt loyalty to his friends
- had a sense of humor
- felt protective toward the weak
- was energetic
- attacked his problems rather than running away from them
- was daring and optimistic
- was undisciplined and thoughtless
- formed his own opinions
- was able to influence by his charm
- was able to organize
- showed levity (lack of seriousness) about serious matters

1. From the above qualities choose the one that would make Willie a good leader?  

---

---

2. Which of the listed qualities would make him a good friend?

---

---

3. During the warden's questioning, another quality of Willie's character was revealed. What was this quality?

---

4. When Willie wanted to look through the microscope he demonstrated another dominant trait; curiosity. In what way would this trait help a person to become a good doctor?

---

---

---

5. Of the character traits listed, which do you most admire?

---

7. Which do you least admire? \_\_\_\_\_

Why? \_\_\_\_\_

---

---



## WORD SKILLS

## Context Clues

It is often possible to tell the meaning of an unfamiliar word from the way in which it is used in the story.

1. Read each of the following sentences from A Doctor Who Dared: William Osler. Replace each underlined word with a word or words which will not change the meaning of the sentence.

Use your dictionary or glossary if necessary.

1. Perhaps I've been guilty of some prejudice against the boy because I've disagreed with the father, Father Johnson thought. (Page 405)

---

---

2. The first home of their own was a one room stable and they had to evict the cows before they could move in. (Page 406.)

---

---

3. He hadn't cared too much for the caning but it would be worse to be reprimanded by the warden - a word from him could cut much worse than any hickory cane. (Page 407-408)

---

---

4. Even when it grew late and time for bed, Willie Osler went with reluctance, cheered only by the promise that they would hunt his pond the next day. (Page 411)

---

---

5. His real learning, he felt began when he closed his books and ran to the study or went out on expeditions with the warden. (Page 412)
- 
- 

6. It was a peculiar feeling, dissecting a body like that. (Page 414)
- 
- 

2. Select the appropriate word from the context in which it is used in the story. Cross out the incorrect word. If you are in doubt, use your dictionary.

The boys shouted at the housekeeper in (defiance) (defense).

Life in Canada in pioneer days was (primeval) (primitive).

The biology student made (entries) (entrances) in his notebook.

One known cause of disease is (infection) (injection).

Willie Osler's talk with Dr. Bovell (stimulated) (simulated) the boy's interest in medicine.

Father Johnson thought it more important to be (through) (thorough) than to be brilliant.

Lister and other medical scientists tested out theories by (experience) (experiment).

He (poured) (pored) over his books as he studied hard.

3. Complete page 107, Think-and-Do Book, according to instructions given at the top of the page. Do not send page 107 for correction.



CHECK YOUR WORK ON PAGES 21 and 22 WITH THE ANSWERS AT THE END OF LESSON 28.

## LANGUAGE

## Writing A Biography

I hope you are enjoying the biography, A Doctor Who Dared: William Osler.

For your language lesson today I should like you to write a short biography (of not less than one page and not longer than two pages) about one of these well-known Canadians.

Gordie Howe  
Pierre Trudeau  
Nellie McLung  
John Diefenbaker  
Karen Kaine  
Pierre Burton  
Darcy Magee

Organize your biography into at least three paragraphs under these subtitles:

1. Early Years (place of birth etc.)
2. Career (What made this person famous?)
3. Concluding paragraph (your opinion of this person, giving at least one reason why you do or do not admire him)

Write your rough notes on the following page.

Be sure to include a bibliography; that is, a list of books or magazines from which you got your information. Lesson 9, FIRST DAY, shows you how to make a book list.



## FIFTH DAY

## READING

The Doctor Who Dared: William Osler, pages 396-418

Several persons in the story were instrumental in shaping Willie Osler's character. Think about the different characters in the story. Then answer the following questions in complete sentences.

1. Other than Willie, which of the main characters did you find most interesting? \_\_\_\_\_

Why? \_\_\_\_\_

---

---

---

---

2. Write the sentence from page 402 which tells that Willie respected his mother.

---

---

3. What qualities of mind and heart prompted Featherstone Lake Osler to face parish life in the wilds of Canada?

---

---

---

4. Which of his father's qualities did Willie inherit?

---

5. Which character in the story outside of his family had the greatest influence on Willie Osler?

---

In what way was Willie influenced by him?

---

---

---

---

6. What direction might Willie's life have taken if he had been influenced more by Father Johnson?

---

---

---

---

7. Skim the pages indicated to find answers to the following questions.

1. Who discovered a vaccine for smallpox? (Page 415)

---

2. Who discovered that teeth could be extracted painlessly by giving the patient a whiff of ether? (Page 416)

---

3. Who are the three people pictured on page 417?

---

---

4. Why did Willie decide to go to Trinity College in Toronto? (Page 418)

---

---

---

---

---

SPELLING

As your supervisor says each word write it in the space provided.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_

---

Supervisor's Signature









## SELF-CORRECTING EXERCISES FOR LESSON 28

pages 1, 2

Lesson 28

## READING

1. 1. Iris Noble was interested in a Canadian hero because she is Canadian born.  
Yes  
Iris Noble is very interested in Canadian people.
2. The title implies that William Osler has daring, or the courage to take risks.

page 3

## SPELLING

Lesson 28

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1. branch (branch)                 | 10. insecticide (in sek' tə sīd) |
| 2. chopped (chopt)                 | 11. ladder (lad' ər)             |
| 3. daisy (dā'zē)                   | 12. irrigate (ir' ə gāt)         |
| 4. drain (drān)                    | 13. mower (mō' ər)               |
| 5. fertilizer (fēr' tə liz ēr)     | 14. orchard (or' chērd)          |
| 6. hatchet (hach' ət)              | 15. root (rūt)                   |
| 7. hawk (hok)                      | 16. spade (spād)                 |
| 8. horticulture (hor' ti kul cher) | 17. spider (spīder)              |
| 9. hose (hōz)                      | 18. sprinkle (spring' kəl)       |

page 6

## LANGUAGE

Lesson 28

- |           |            |
|-----------|------------|
| 1. 1. cow | 2. brother |
| 3. Mother | 4. hunter  |
| 5. hikers |            |
| 2. 1. ate | 2. lost    |
| 3. baked  | 4. shot    |
| 5. made   |            |

page 7

- |              |           |
|--------------|-----------|
| 2. the horse | the song  |
| the engine   | the thief |

page 11

## WORD SKILLS

Lesson 28

2. guttural
3. warrant
4. tyranny
5. escapade
6. ceremonious
7. ritual
8. heritage
9. reprimand
10. mazurka
11. chasten
12. polyzoan

Verbs circled. Objects underlined.

1. (a) hold potatoes
  - (b) cheered acrobat
  - (c) swam river
  - (d) comforted child
  - (e) howled
2. (b) I took Grandfather with me.
  - (c) Nobody will notice them in the crowd.
  - (d) Jan and I found a puppy in the woods.
  - (e) The pianist played the piano for us.

page 21

WORD SKILLS

Lesson 28

1. Perhaps I've stong feelings against the boy without good reason.
2. They had to chase out the cows.
3. scolded, reproved, taken to task
4. Willie Osler went unwillingly.
5. trips of discovery  
journeys of discovery
6. cutting up or cutting apart

page 22

Words which should be crossed out:

- |            |            |
|------------|------------|
| 2. defense | simulated  |
| primeval   | through    |
| entrances  | experience |
| injection  | poured     |

Do page 107 Think and Do Book

Lesson 28 pages to be SENT IN FOR CORRECTION

- |             |                                     |
|-------------|-------------------------------------|
| Spelling    | pages 4, 5, 15, 16, 27              |
| Language    | page 8, question 3, 29, 30          |
| Reading     | pages 9, 10, 13, 14, 19, 20, 25, 26 |
| Word Skills | page 12                             |

**LESSON RECORD FORM**  
**0601 Language Arts 6 Unit 3**  
Revised 89/03

Parent's or Supervisor's Comments:

**For School Use Only**

Assigned  
Teacher: \_\_\_\_\_

Assignment  
Code: \_\_\_\_\_

Graded by: \_\_\_\_\_

Lesson Grading  
Language Arts:  
Writing: \_\_\_\_\_  
Reading: \_\_\_\_\_  
Language: \_\_\_\_\_  
Spelling: \_\_\_\_\_  
Neatness: \_\_\_\_\_

Date Lesson Received:  
\_\_\_\_\_

Lesson Recorded: \_\_\_\_\_

Signature

Apply Lesson Label Here

Name	Address	Postal Code
------	---------	-------------

Please verify that preprinted label is for correct course and lesson.

**For Student Use**

(If label is missing or incorrect)

File Number:  
\_\_\_\_\_

Lesson Number: \_\_\_\_\_

Date Lesson Submitted:  
\_\_\_\_\_

**Grading Scale:**

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

## **ALBERTA DISTANCE LEARNING CENTRE**

### **MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS**

#### **1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:**

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

#### **2. POSTAGE REGULATIONS**

Do not enclose letters with lessons.

Send all letters in a separate envelope.

#### **3. POSTAGE RATES**

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

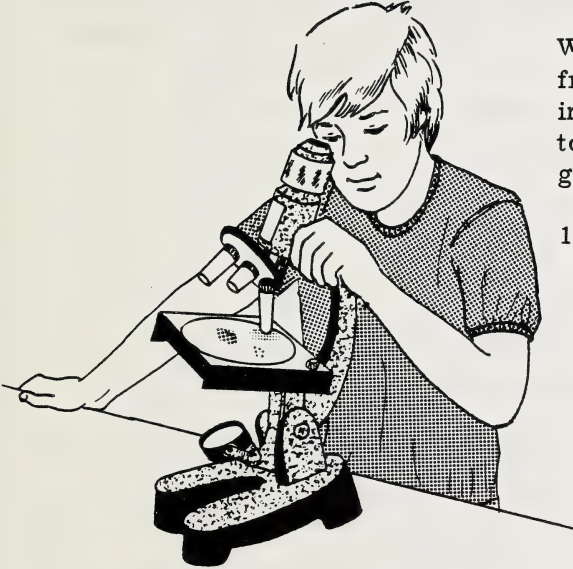
Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

## FIRST DAY

## READING

The Doctor Who Dared: William Osler, pages 396-425



In this lesson you will read of Willie's adventures as he develops from a harum-scarum young boy into a serious student who is ready to dedicate himself to becoming a good physician.

1. Skim Chapter 1. Read all of Chapter 2, pages 419-425. Then number the following statements in order of their happening so that they make a logical outline for the story.

- Reverend Johnson recognizes the agile mind and bounding energy behind the pranks, and directs Willie's attention to the marvels of nature.
- In spite of opposition, Willie goes to McGill as a medical student.
- The relationship develops and Willie discovers a whole new world.
- Willie meets Dr. Bovell who recognizes the lad's special talents. He directs Willie's boundless energy to the study of man.
- Willie is a rascal with many novel ways of expressing his sense of mischief.
- Willie grows under Dr. Bovell's guidance.







_____	_____
_____	_____
_____	_____
_____	_____

2. In the right hand column of exercise 1, show the pronunciation (dictionary spelling) of each word.

3. Write the word in which the *ch* sound is not spelled ch.

\_\_\_\_\_

4. We expect *ou* to spell the *ou* sound we hear in *house* and *round*. Find six words from your list in which *ou* spells other sounds.

_____	_____	_____
_____	_____	_____

## LANGUAGE

## Using The Correct Pronoun

In Lesson 28 you learned that *pronouns* differ depending on whether they act as the *subject* or the *object* of a sentence.

1. In each of the following sentences circle the pronoun that would be correct in the position. (Think about whether the pronoun will be the *subject* or the *object* and refer to the chart in Lesson 28.)

Ted blames (I, me) for losing the game.

John said it was (he, him) who took your bike.

Alice asked Betty and (I, me) to her party.

(She, her) and her mother were making cookies.

The teacher came with (we, us).

(Who, Whom) will go with Bob?

Are (us, we) girls late?

We don't play with (them, they) often because (them, they) and (we, us) like different games.

(He, him) and (I, me) like to play marbles.

Tom won't play with (he, him) and (I, me).

Would you like to come with (they, them) and (I, me)?

You'll enjoy seeing (she, her) and (he, him) skate.

You can ride home with (they, them) and (us, we).

(Who, whom) threw that snowball?

At (whom, who) did you aim it?

(Who, whom) is speaking?

To (who, whom) do you wish to speak?

2. Rewrite this sentence using the correct pronouns. Don't get caught!

You and me should ask she and him to help us.

---

---

## SECOND DAY

## READING

The Doctor Who Dared: William Osler, pages 396-425

William Osler is best remembered for introducing the microscope into medical training in Canada.

1. To learn something of the history of the microscope, read the report on page 103 Think-and-Do Book and answer the questions at the bottom of the page.
2. On pages 104, 105 and 106 in the Think-and-Do Book are five short biographies of other well-known doctors of the nineteenth century. Read the biographies and complete the true - false exercises on page 106.

## WORD SKILLS

## Understanding Words from Your Reader

1. In the space below make a list of at least 4 words that you found in Chapter 2, The Doctor Who Dared: William Osler, that were unfamiliar to you. Beside each word write its meaning as it was used in the story.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. In complete sentences tell what contribution each of these people made to humanity. The answer can be found in your reader.

1. Virchow \_\_\_\_\_

\_\_\_\_\_

2. Semmelweis \_\_\_\_\_

\_\_\_\_\_

3. In which country is each of these cities located?

Vienna \_\_\_\_\_

Edinburgh \_\_\_\_\_

Montreal \_\_\_\_\_

4. Define:

cynicism \_\_\_\_\_

\_\_\_\_\_

skepticism \_\_\_\_\_

\_\_\_\_\_

5. In exercise 4, which of the two traits would be an advantage to a doctor?

\_\_\_\_\_ Why? \_\_\_\_\_

\_\_\_\_\_

Which trait would be a disadvantage? \_\_\_\_\_

Why?

\_\_\_\_\_

\_\_\_\_\_

6. What is *tuition*?

\_\_\_\_\_

\_\_\_\_\_

In the story, who would need to pay *tuition*? \_\_\_\_\_

Why?

\_\_\_\_\_

\_\_\_\_\_

## LANGUAGE

## A Health Hero

For your language lesson today, I should like you to prepare a report about someone other than William Osler who you think has made an important contribution in the field of medicine.

Here are some suggestions. You may think of others.

Charles Best  
Jonas Salk  
Edward Jenner  
Marie Currie  
Christian Barnard

Your finished report should be about one page in length and should tell:

- when this person lived.
- where he lived.
- what contribution he made to medicine.
- why you consider him a hero.

Prepare your outline (rough notes) and bibliography today. Even though you use only one or two books as your sources of information, your bibliography should be written on a separate page.

Write only your bibliography on the following page. Send it for your teacher to see.







## THIRD DAY

## READING

The Doctor Who Dared: William Osler, pages 396-425

## Analogous Relationships

Willie Osler had to train his mind to recognize relationships. *Analogies* are one kind of relationship. They express the *resemblance* existing *between two sets* of things.

Turn to page 407 of Cavalcades. Find this sentence.

*"In addition to her duties as a mother, Ellen Osler worked side by side with her husband until slowly a church was built, settlements were cleared, and a kind of community life was built to bring schools and stores to these backwoods homesteaders and farmers."*

In the above sentence, *church* is to *built* as *settlement* is to *cleared*.

Here are examples of other *analogous relationships*:

*Ellen Osler* is to *wife* as *Canon Osler* is to *husband*.

*Clergyman* is to *church* as *teacher* is to *school*.

Other examples of analogous relationships can be found throughout the story.

Page 400 *Then came the creak of bedsprings and the lumbering of heavy footsteps overhead as the school housekeeper left her bed to investigate the horrible odor and thick vapor flooding into her room. (creak is to bedsprings as lumbering is to footsteps)*

Page 403 *He was fighting mosquitoes and heat in the summer; getting lost in the snow in wintertime. (fighting mosquitoes and heat is to summer as getting lost in the snow is to wintertime.)*

To state this more simply we can say: *Heat* is to *summer* as *cold* is to *winter*.

1. Complete the following analogies using your dictionary if necessary.

Clothes are to people as fur is to \_\_\_\_\_.

King is to Queen as Emperor is to \_\_\_\_\_.

\_\_\_\_\_ is to book as cloth is to clothing.

Three is to six as \_\_\_\_\_ is to eight.

\_\_\_\_\_ is to cygnet as goose is to gosling.

\_\_\_\_\_ is to cattle as school is to fish.

Texture is to touch as color is to \_\_\_\_\_.

Visual is to seeing as auditory is to \_\_\_\_\_.

Optometrist is to eye as dentist is to \_\_\_\_\_.

Retreat is to advance as deny is to \_\_\_\_\_.

2. Write two analogies of your own.

1. \_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_  
is to \_\_\_\_\_.

2. \_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_  
is to \_\_\_\_\_.

## SPELLING

## Words With Unusual Spellings

1. In which word from the spelling list is the *ou* sound the same as in *house*?

\_\_\_\_\_

2. Write three words in which the *ou* has the *o* sound.

\_\_\_\_\_

3. In which word is the long *u* sound spelled *eu*?

\_\_\_\_\_

4. Write words from the list which are homonyms for these words.

*bolder* \_\_\_\_\_ *bow* \_\_\_\_\_

*threw* \_\_\_\_\_

5. Which words from your list are antonyms for these?

*past* \_\_\_\_\_ *smooth* \_\_\_\_\_

*ugliness* \_\_\_\_\_

6. Write a word from your list which is a synonym of:

*branch* \_\_\_\_\_ *rock* \_\_\_\_\_

*trip* \_\_\_\_\_ *shears* \_\_\_\_\_

7. Write sentences in which these words are used as verbs.

*trouble* \_\_\_\_\_

\_\_\_\_\_

*court* \_\_\_\_\_

\_\_\_\_\_

*journey* \_\_\_\_\_

\_\_\_\_\_

8. Write sentences using these words as nouns.

*trouble* \_\_\_\_\_  
\_\_\_\_\_

*court* \_\_\_\_\_  
\_\_\_\_\_

*journey* \_\_\_\_\_  
\_\_\_\_\_

9. Trial Test: In the space below write correctly your difficult words.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







## FOURTH DAY

## READING

The Doctor Who Dared: William Osler, pages 396-425

1. Scan the story to find answers to the following questions.  
Answer in complete sentences.

1. In what year did William Osler's parents come to Canada?

---

---

2. What was the name of the school Willie attended at the opening of the story?

---

---

3. What work had Canon Osler done before he became a minister?

---

---

4. What was the name of the tiny settlement where he first ministered?

---

---

5. What band of Indians lived in the area?

---

---

6. Why did the Osler family move to the town of Dundas?

---

---

7. Why did  
"Tecums

---

---

8. What di

---

---

9. Tell sc

---

---

10. What tr

---

---

---

11. How lon  
decided

---

---

## WORD SKILLS

## Using More Meaningful Words

Read the report, The Great Horned Owl. For each numbered word or group of words, choose a more expressive word from this list. Write the word on the lines following the report.

betraying	eerie
circling	curious
detects	terrorizes
devouring	rustling
swoops	poultry
erect	rodents
pecadillo (You will need your dictionary for this one!)	tufts
	talons
enormous	

## The Great Horned Owl

Did you know that the Great Horned Owl is Alberta's provincial bird? This interesting bird is found in most areas of North America.

The Great Horned Owl has a short thick body, curved beak and very strong <sup>1</sup>claws. It gets its name from the <sup>2</sup>bunches of feathers that stick up on each side of its head. The bird sits in a <sup>3</sup>upright position because its legs are set so far back on its body.

The owl is about two feet in height but looks larger because of its fluffy feathers. <sup>4</sup>Surrounding the owl's large eyes is a dark mask-like area which gives the owl a <sup>5</sup>strange appearance.

The <sup>6</sup>spooky hoot of the owl in the night, <sup>7</sup>frightens small animals into <sup>8</sup>giving away their location by <sup>9</sup>moving leaves. The owl quickly <sup>10</sup>notices the movement and <sup>11</sup>flies down on its food.

The Great Horned Owl sometimes feeds on <sup>12</sup>tame birds but makes up for this <sup>13</sup>fault by <sup>14</sup>eating <sup>15</sup>large numbers of <sup>16</sup>gophers and mice.

The Great Horned Owl

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

## LANGUAGE

## Limericks

During the year you have studied several different kinds of poetry.

Today we will look at a kind of poem that everyone enjoys. It is called a *Limerick*.

Here are some *Limericks* for you to read and enjoy.

*As a beauty I'm not a great star  
There are others more handsome by far  
But my face, I don't mind it  
Because I'm behind it  
It's the folks in the front that I jar.*

*There once was a foolish young bloke  
Who thought it was great fun to smoke.  
He smoked long and often  
And went to his coffin  
Sputtering, muttering and broke.*

*A young hockey player from Flin Flon  
Went skating one day on Lake Huron.  
The ice was too thin  
And alas, he fell in!  
Now we wonder which team he will play on.*

*A student who took correspondence  
Was found in a state of despondence  
When asked "Why so glum?"  
He said "I feel dumb."  
"When I copy, it bothers my conscience."*

*An Australian lady named Ringo  
Developed a passion for bingo  
She played on and on  
'Til her money was gone.  
Now she's trying to pawn her pet dingo*

*A foolish young man named Kyle  
Decided a tiger he'd rile.  
The tiger in a rage  
Leaped out of the cage  
And taught Kyle the four minute mile.*

*Limericks* often begin with "There was" and end in a most surprising way. They should always be funny.

1. How many lines has a limerick? \_\_\_\_\_

2. Which two lines rhyme with the first line?

\_\_\_\_\_

3. Which two lines rhyme only with each other?

\_\_\_\_\_

4. Which two lines are short?

\_\_\_\_\_

Use your imagination to write a final line for this limerick.

*There was a young lady from Spain  
Who went for a walk in the rain  
She got soaking wet  
And isn't home yet*

\_\_\_\_\_

Tomorrow you will get to write some limericks of your own!

## FIFTH DAY

## READING

## Poetry

For your reading lesson today I should like you to read a short poem that is one of my favorites.

Then, ask your supervisor to read it to you while you close your eyes and listen.

*I meant to do my work today--  
But a brown bird sang in the apple-tree,  
And a butterfly flitted across the field,  
And all the leaves were calling me.  
  
And the wind went sighing over the land,  
Tossing the grasses to and fro,  
And a rainbow held out her shining hand--  
So what could I do but laugh and go?*

*from The Lonely Dancer  
by Richard LeGallienne  
Courtesy: Time For Poetry*

What images came to mind as you listened to the poem? Did it make you think of a warm lazy summer day in the country?

Use the art paper and your paints to illustrate the early summer scene that the artist portrays. Make your drawing fill the entire page. Be sure to use plenty of different colors.

Your teacher looks forward to seeing your painting of this beautiful poem.









Something To Do

1. If you wish, you may memorize the poem and recite it for your supervisor. In the space below tell how long it took you to practice the poem until you could recite it smoothly and with expression.

---

2. Is the poem in today's lesson a limerick? \_\_\_\_\_

How do you know this? \_\_\_\_\_

---

SPELLING

As your supervisor says each word write it in the space provided.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

---

Supervisor's Signature





## SELF-CORRECTING EXERCISES FOR LESSON 29

page 13

## WORD SKILLS

Lesson 29

1. house-bough
2. trough, cough, bought
3. beauty
4. boulder, bough, through
5. future, rough, beauty
6. bough, boulder  
journey, scissors

7. Do not <sup>verb</sup>trouble Mother when she is busy.

When my grandfather <sup>verb</sup>came to court my grandmother he drove a horse and buggy.

When we <sup>verb</sup>journey into Northern Alberta we will take a four-wheel drive vehicle.

8. We had engine <sup>noun</sup>trouble with our ford pick-up truck.

Father went to <sup>noun</sup>court to pay his traffic fine.

Our <sup>noun</sup>journey to the Drumheller area was very educational.

page 19

- |               |               |
|---------------|---------------|
| 1. talons     | 9. rustling   |
| 2. tufts      | 10. detects   |
| 3. erect      | 11. swoops    |
| 4. circling   | 12. poultry   |
| 5. curious    | 13. pécadillo |
| 6. eerie      | 14. devouring |
| 7. terrorizes | 15. enormous  |
| 8. betraying  | 16. rodents   |

page 21

LANGUAGE

Lesson 29

1. five
2. second and fifth
3. third and fourth
4. third and fourth

You could end the limerick this way -  
Do you think she was washed down the drain?

or

Cause she's stuck in the lane.

That very wet lady from Spain.

**Lesson 29 pages to be SENT IN FOR CORRECTION**

Reading	pages 1, 12, 16, 17, 23, 24 and Think and Do pages 103, 106
Spelling	pages 2, 3, 25
Language	pages 4, 5, 10, 15, 26
Word Skills	pages 7, 8



**LESSON RECORD FORM**  
**0601 Language Arts 6 Unit 3**  
Revised 89/03

Parent's or Supervisor's Comments:

**For School Use Only**

Assigned  
Teacher: \_\_\_\_\_

Assignment  
Code: \_\_\_\_\_

Graded by: \_\_\_\_\_

Lesson Grading  
Language Arts:  
Writing: \_\_\_\_\_  
Reading: \_\_\_\_\_  
Language: \_\_\_\_\_  
Spelling: \_\_\_\_\_  
Neatness: \_\_\_\_\_

Date Lesson Received:  
\_\_\_\_\_

Lesson Recorded: \_\_\_\_\_

Signature

Apply Lesson Label Here

Name	Address	Postal Code
------	---------	-------------

Please verify that preprinted label is for correct course and lesson.

**For Student Use**

(If label is missing or incorrect)

File Number:  
\_\_\_\_\_

Lesson Number: \_\_\_\_\_

Date Lesson Submitted:  
\_\_\_\_\_

**Grading Scale:**

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

## ALBERTA DISTANCE LEARNING CENTRE

### MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

#### 1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

#### 2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

#### 3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

## FIRST DAY

## READING

The Rain Forest, pages 427-491

Our reading selection this week takes us on a suspenseful journey into the interior of the mysterious island of New Guinea.

This story is the first six chapters of a *novel* written by Armstrong Sperry. *A novel is a book-length story.*

In his novel, the author makes the characters seem very real.





The author, Armstrong Sperry, was born in the United States. As a child he liked to scribble and draw pictures. He learned the art of story telling from his grandfather who told him many hair-raising stories about the sea. In World War I he joined the navy, during which time he became very interested in the South Sea Islands. As he sailed the islands, he jotted notes and made sketches which became the basis for several of his books.

The title of the novel you are going to study is The Rain Forest. Have you ever heard or read about a rain forest? What is your idea of a rain forest?

*A rain forest is a tropical woodland in which the annual rainfall exceeds 250 centimetres.*

Read Chapter 1, Chad Makes a Promise

1. Find the paragraph on page 436 which tells what Chad's promise is. Write it in the space below.

---

---

---

---



_____	_____
_____	_____
_____	_____



2. In the right hand column in exercise 1, write the dictionary respelling of each word, showing pronunciation.

3. Write the word from the list in which:

the *sh* sound is spelled *ch*. \_\_\_\_\_

the *ron* spelling is pronounced *ərn*. \_\_\_\_\_

the *ron* spelling is pronounced *rən* \_\_\_\_\_

the *zh* sound is spelled by letter *s* \_\_\_\_\_

the *zh* sound is spelled by letter *g* \_\_\_\_\_

the *ər* sound is spelled *re* \_\_\_\_\_

the *i* sound is spelled by *y* \_\_\_\_\_

the *ən* sound is spelled *eon* \_\_\_\_\_

the *u* sound is spelled *ew* \_\_\_\_\_

the *char* sound is spelled *ture* \_\_\_\_\_

## LANGUAGE

## Figures of Speech - Simile

The black and white illustrations in The Rain Forest show us that Armstrong Sperry is an artist as well as a writer. His written descriptions create vivid mental images which prove him to be an artist with words as well as with pictures.

To create these mental images, Sperry, like most good writers often uses words out of their ordinary use, to add beauty and force to written descriptions. These expressions are called *figures of speech*.

One *figure of speech* that Sperry uses to make his writing more picturesque is the *simile*. (*sim e lē*)

A simile is a comparison using *like* or *as*.

Example: His hair is white as snow.  
She sings like a hen.

On page 442 paragraph 7, the author depicts *mangroves whose exposed roots writhed like sea serpents*.

Does this simile give you a vivid picture of mangrove roots?

1. Find these similes. In the space in front of each, tell what is being compared.

\_\_\_\_\_ like water beetles, page 443 - last paragraph

\_\_\_\_\_ like the background music, page 451 - paragraph 7

2. To give you practice in recognizing similes, complete the following exercises.

In the following sentences underline each simile. On the line below each sentence tell what is being compared. The first one is done for you.

Her hair shone like silk.

\_\_\_\_\_

My coat is soft as a feather.

\_\_\_\_\_



Before you go on with the work on this page, check your work on page 5, questions 1, 2, with the answers at the end of Lesson 30.

He was as clumsy as a bull in a china shop.

---

The wind howled like a person in agony.

---

Her starched petticoat rustled like a peck of dried leaves.

---

The sound of the train's whistle was like music to our ears.

---

Her cheeks were like roses.

---

3. Write three sentences of your own which contain similes.  
Remember to use *as* or *like*.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



## SECOND DAY

## READING

The Rain Forest, pages 429-491

Chad Rowell is looking forward to an exciting adventure with his father in New Guinea.

1. Skim Chapter 1, Chad Makes a Promise. Then complete the following exercises.

1. What problem awaits Chad when he arrives in Port Moresby?

---

---

---

2. What is Chad's father's occupation?

---

3. What does someone with this occupation do?

---

---

4. What bird is Chad's father searching for in New Guinea?

---

5. Besides Chad, what three characters does the author introduce in the first chapter? Write each name and beside it tell what position that person holds.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

6. Chad cannot fly to meet his father because the airplane has a broken propeller. Sir Hubert suggests an alternative way for Chad to travel into the interior of New Guinea. What is this suggestion?

---

---

---

7. Why is O'Malley going to Lakemanu ?

---

---

8. Who are the Kuku-kukus?

---

---

9. What does the author leave you curious about at the end of the chapter?

---

---

Check your answers with those given at the end of Lesson 30.

## WORD SKILLS

## Words from Your Reader

1. Match each word from the list with its definition below. The first one is done for you.

- |                     |               |
|---------------------|---------------|
| 1. constabulary     | 9. depot      |
| 2. ornithologist    | 10. pygmies   |
| 3. bird of paradise | 11. prestige  |
| 4. stalwart         | 12. potential |
| 5. loincloth        | 13. inkling   |
| 6. rain forest      | 14. exultant  |
| 7. dahori           | 15. pied      |
| 8. mañana           | 16. fastness  |

\_\_\_ a bird of New Guinea, noted for its beautiful plumage

1 policemen

\_\_\_ store house; warehouse

\_\_\_ tomorrow; sometime (papuan)

\_\_\_ rejoicing; triumphant

\_\_\_ a strong safe place; a stronghold

\_\_\_ a hint; a vague notion

\_\_\_ a piece of cloth worn around the hip and between the thighs

\_\_\_ tomorrow; sometime (Spanish)

\_\_\_ a person who studies birds

\_\_\_ having patches of two or more colors

\_\_\_ possibilities

\_\_\_ reputation; influence

\_\_\_ very small people

\_\_\_ a tropical forest with an annual rainfall of at least 250 centimetres

\_\_\_ firm and steadfast; strongly built

## 2. Can you solve this riddle?

Some parts of this large island in the southern hemisphere  
Have more than 250 centimetres of rain every year.

The natives of this island are called Papuans

(In the forest you may even find some *baboo-ons* )

The name has two words which rhyme with *too skinny*.

The island we're looking for is \_\_\_\_\_

## LANGUAGE

## Figures of Speech – Metaphor

In the first day of this lesson you learned about a figure of speech which compares two things using *as* or *like*. Do you remember what this figure of speech is called? If you said *simile*, you are correct!

Today we will look at a second figure of speech which writers use in making comparisons. It is called a *metaphor* (*met'ə fôr*).

A metaphor is an implied comparison that does *not* use *as* or *like*.

Key words to look for in a metaphor are: *is, was, are, were*

Example:    The *sidewalk is a sheet of glass* this morning.  
              The *moon was a silver sliver* in the dark sky.  
              The *field was a sea of mud*.

1. Below is the first stanza of the poem "Dreams" by Langston Hughes. (page 251 Cavalcades) Read this stanza.

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

What two things are being compared in the third line?

---

What figure of speech is this?

---

How do you know it is not a *simile*?

---

2. Copy the last four lines of the poem from page 251 Cavalcades. Underline the metaphor.

---

---

---

---

---

---

---

---

3. Here are two metaphors I like about the seasons.

Spring is a rollicking brook  
Summer is a sweet smelling hay mow.

Write a metaphor of your own about each of the other two seasons.

autumn

---

winter

---



THIRD DAY

READING

The Rain Forest, pages 429-491

1. At the end of Chapter 1 you learned that O'Malley and Jigori have planned a surprise for Chad. Read to the bottom of page 438 to find out what this surprise is.

In your own words tell what the surprise is.

---

---

2. Read all of Chapter 2, O'Malley's Surprise. Then complete the following exercise.

1. What was Natua's name for Chad?

---

2. List six things that were included in the supplies loaded aboard the boat.

---

---

---

---

---

---

---

3. What new character is introduced on page 440?

\_\_\_\_\_ Why will he be an important member of the crew?

---

---

4. What term does Chad use to describe Natua? (page 440)

---

5. Write two other terms having a similar meaning, that you could use to describe a friend.

---

---

6. How long did O'Malley expect the entire trip to take?

---

7. Describe the canoes that would be used to take the party up the Lakemanu River.

---

---

---

---

---

8. How will the canoes be powered?

---

---

SPELLING

More Words With Unusual Spellings

1. Write sentences which clearly show that you know the meaning of these words:

*generous* \_\_\_\_\_  
\_\_\_\_\_

*dying* \_\_\_\_\_  
\_\_\_\_\_

*dyeing* \_\_\_\_\_  
\_\_\_\_\_

*citron* \_\_\_\_\_  
\_\_\_\_\_

2. Give 2 different dictionary definitions of each of these words.

*pitch* 1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_

*mind* 1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_

*figure* 1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_

3. Write a sentence telling about something that gives you pleasure. Write another sentence telling why this pleasures you.

---

---

---

---

---

4. Trial Test: In the space below, write your difficult words.

---

---

---

---

Study all the words.

## LANGUAGE

## Figures of Speech - Personification

To make his writing more picturesque, a writer will often write about an inanimate (non-living) object as if it is a living person or thing. This figure of speech is called *personification* and is most often used in poetry.

Personification gives inanimate objects the qualities of living things.

Examples: As the wind swooped down on them, the poplar trees shook their outstretched limbs in defiance.

The kettle on the fire was humming to itself.

Here are some poems in which personification is used.

*Fog*

*The fog comes  
on little cat feet.*

*It sits looking  
over harbor and city  
on silent haunches  
and then moves on.*

*from Chicago Poems  
by Carl Sandburg  
Courtesy: Time from Poetry*

1. To what is the fog compared?
-

*A Summer Morning*

*I saw dawn creep across the sky  
And all the gulls go flying by  
I saw the sea put on its dress  
Of blue mid-summer loveliness,  
And heard the trees begin to stir  
Green arms of pine and juniper  
I heard the wind call out and say:  
"Get up my dear, it is today!"*

*Rachel Field - The Pointed People  
The MacMillan Co., New York, 1930  
Courtesy: Time for Poetry*

2. Can you find 4 examples of personification in the above poem?

\_\_\_\_\_

The first example is in line 1 "I saw dawn creep across the sky"

In the space below, write the four other lines of the poem which are examples of personification.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## FOURTH DAY

## READING

The Rain Forest, pages 429-491

Chad and Natua are about to accompany O'Malley, Jigori and the Armed Constables on the next leg of their voyage.

1. Read from page 442 to the end of Chapter 2 (page 452) to find out what adventures await them as they travel by canoe up the Lakemanu River. Then complete these exercises.

1. The people who lived in the village of Moviavi did not raise gardens. What did their diet consist of?

---

---

2. How did the Moviavi paddlers achieve great speed in the water?

---

---

3. Describe the appearance of the Moviavi Papuans as they approached the oncoming canoe?

---

---

---

---

4. What is the peace word of Papua?

---

5. What goods were exchanged between the Moviavis and O'Malley?

---

---

6. Why did O'Malley refuse to barter for bird of paradise plumes?

---

---

---

7. Why are there so many different languages in New Guinea?

---

---

---

---

8. Name some of the birds and animals Chad and Natua saw on the river.

---

---

---

9. What is the Motuan word for the rainy season in the mountains?

---

10. What did Natua mean when he said, "There is the puk-puk". (page 335)

---

---

---

---

---

---

---



## WORD SKILLS

## Words From Your Reader

1. Match each word from the list with its definition. The first one is done for you.

- |               |                |
|---------------|----------------|
| 1. bonza      | 11. singlet    |
| 2. ensign     | 12. rami       |
| 3. stevedores | 13. pate       |
| 4. lingo      | 14. nipa       |
| 5. ketch      | 15. sago       |
| 6. dugong     | 16. mangrove   |
| 7. dubu       | 17. crustacean |
| 8. amulet     | 18. outrigger  |
| 9. kerosene   | 19. habitat    |
| 10. carbine   | 20. cassowary  |

- 20 a large flightless bird of Australia and New Guinea
- \_\_\_ a group of water animals with hard shells, jointed bodies and appendages, and gills for breathing
- \_\_\_ first rate; excellent (Australian slang)
- \_\_\_ a short rifle or musket
- \_\_\_ a men's club house in Papua
- \_\_\_ the head
- \_\_\_ a large tropical sea mammal
- \_\_\_ a flag or banner
- \_\_\_ a kind of palm tree whose leaves are used for thatching roof
- \_\_\_ an object worn as a magic charm against evil
- \_\_\_ a starchy food from the pith of palm trees, used in making puddings
- \_\_\_ a kind of undershirt
- \_\_\_ a strong shiny fabric made from a plant of the same name



- \_\_\_ any speech regarded as outlandish or queer
- \_\_\_ a tropical tree that grows in swamps
- \_\_\_ men who load and unload ships
- \_\_\_ a sailing ship with a large mainmast toward the bow and a smaller mast toward the stern
- \_\_\_ an oil made from petroleum used in lamps and stoves
- \_\_\_ a place of living; a dwelling place
- \_\_\_ 1. framework extending outward from the side of a canoe to prevent tipping. 2. the name given to a canoe having this

## LANGUAGE

## Figures of Speech - Onomatopoeia

The figure of speech that you will study today is called *onomatopoeia*. (Say *on-a-mat-a-pea-a*.)

The word is rather long but don't let it frighten you!

Onomatopoeia is a number of words which imitate or suggest a sound made by a certain thing or action.

Example: *tick - tock, hiss, bang, whir, pop, crash, splash*

Listen to the sounds as you read these poems.

*Storm*

*You crash over the trees  
You crack the live branch--  
the branch is white,  
the green crushed,  
each leaf is rent like splitwood*

*You burden the trees  
with black drops,  
you swirl and crash  
you have broken off a weighted leaf  
in the wind,  
it is hurled out,  
whirls up and sinks,  
a green stone.*

*Hilda Doolittle Aldington  
Sea Garden  
Courtesy: Time for Poetry*

*The Squirrel*

*Whisky, frisky,  
Hippity hop,  
Up he goes  
To the tree top!*

*Whirly, twirly,  
Round and round,  
Down he scampers  
To the ground.*

*Furly, curly  
What a tail!  
Tall as a feather  
Broad as a sail!*

*Where's his supper?  
In the shell,  
Snappity, crackity,  
Out it fell!*

*Unknown  
Courtesy: Time For Poetry*

1. Underline each example of onomatopoeia that you found in the two poems.
2. Write four examples of onomatopoeia that you think are particularly expressive but are not in the poems. Tell what makes each sound. I have done the first one for you.

- |    |       |  |                     |
|----|-------|--|---------------------|
| 1. | munch |  | a horse eating oats |
| 2. | _____ |  | _____               |
| 3. | _____ |  | _____               |
| 4. | _____ |  | _____               |



## FIFTH DAY

## READING

The Rain Forest, pages 429-491

Chad is having many interesting experiences as he travels to meet his father.

Through his use of picturesque words, Armstrong Sperry creates in the reader's mind, vivid scenes of Chad's adventures. Did you notice on the cover page that the author has also done the illustrations?

Which part of Chapters 1 and 2 created the most vivid image for you as you read? Was it the bartering scene, the capture of the puk-puk, or O'Malley's tale of the killing of a crocodile? Perhaps it was a different scene altogether.

Use paints or crayons to illustrate your favorite scene from Chapters 1 and 2. Make your drawing on the art paper following page 27. Be sure to fill the whole page with your picture.

Think of a suitable title for your picture and write it at the bottom of the page. Send it for your teacher to see.

## WORD SKILLS

## More Words From Your Reader

1. Match each word from the list with its definition. The first one is done for you.

- |                  |                 |
|------------------|-----------------|
| 1. barter        | 11. capitulate  |
| 2. egret         | 12. lashed      |
| 3. sinuous       | 13. jubilant    |
| 4. python        | 14. gorging     |
| 5. imperceptibly | 15. repletion   |
| 6. puk-puk       | 16. tent fly    |
| 7. materialized  | 17. alacrity    |
| 8. flailing      | 18. unremitting |
| 9. inimitable    | 19. taubada     |
| 10. bully-beef   |                 |

- 11 surrender on certain terms or conditions
- \_\_\_ brisk and eager action; liveliness
- \_\_\_ a kind of snake that kills its prey by crushing
- \_\_\_ Papuan word for crocodile
- \_\_\_ canned or pickled beef
- \_\_\_ trade by exchanging one kind of goods for another without using money
- \_\_\_ a large wading bird with tufts of beautiful long plumes
- \_\_\_ beating, thrashing
- \_\_\_ 1. to eat greedily until full; stuff with food (verb)  
2. a deep narrow valley (noun)
- \_\_\_ that which cannot be imitated or copied; matchless
- \_\_\_ very slightly; gradually
- \_\_\_ rejoicing exulting
- \_\_\_ fullness



- \_\_\_ 1. tied or fastened with a rope or cord,  
2. waved or beat back and forth

\_\_\_ piece of canvas forming an extra outer top for a tent

\_\_\_ never stopping nor slackening

\_\_\_ appeared

\_\_\_ winding

\_\_\_ meaning master in Papuan







SPELLING

As your supervisor says each word write it in the space provided.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

## LANGUAGE

## Figures of Speech – Alliteration

The last figure of speech that you will study in this lesson is *alliteration*.

Alliteration is the repetition of the same first letter or sound in a group of words.

Example:

1. Susy Sissons sews shirts.
2. Sweet was the singing upon the May morning.

As you read the following nonsense poem, listen to the repetition of the consonant sounds in some of the lines.

Read all of the poem. Then in the 4th and 7th verses, underline the letters that are examples of alliteration. The first verse has been done for you.

*The Road To Raffydiddle*

On the road to Raffydiddle  
Sits a fiddler with a fiddle  
    And there beneath the melting of the moon,  
Each night he puts his chin  
To his cheery violin  
    And plucks him out a frisky feather tune.

And when as they go down  
To Raffeydiddle town  
    The people hear him playing in the dusk,  
Beside the crooked stile  
They pause a little while  
    To dance beneath the moon the moneymusk.

Oh the fiddler he is slight  
And his hair is salty white,  
    And none who live will ever know his name  
But when he sets his bow  
A tickle to and fro  
    Each foot begins to flicker like a flame.

*Oh, it's fun to see them come  
When they hear the fiddle strum,  
All the lords and all the ladies with their cooks;  
All the butchers and the bakers,  
All the cake and candy makers,  
All the scholars with their noses in their books.*

*With their breeches in a crease,  
Come the gorgeous blue police,  
Come the cowboys with their chaps upon their shins,  
Comes a tailor spic and span  
And a scissor-grinder man  
And a seamstress with her bosom full of pins.*

*Oh, it's fun to see them prance  
At the Raffydiddle dance,  
All the doctors and the judges in their gowns,  
All the farmers in their slickers,  
All the rag and bottle pickers,  
All the gypsies and the jockeys and the clowns.*

*There below the blinky stars  
Come the tinkers and the tars,  
And the brigands with their daggers and their dirks,  
Come the vixens and the villains  
And the mummies with their "chilluns"  
And the chauffeurs and the soda water clerks.*

*On the road to Raffydiddle  
Sits a fiddler with a fiddle,  
And round about the fiddler falls a cloak;  
While past the crooked stile  
In Raffydiddle file  
Come flitting all the merrymaking folk.*

*Oh, the fiddler he is old,  
He is eerie to behold,  
And none have guessed the riddle of his race;  
But folk who linger long  
To hear his final song  
Have often seen a sadness in his face.*

*On the road to Raffydiddle,  
Sits a fiddler with a fiddle,  
And he fiddles and he fiddles in the dusk,  
But those who come at dawn  
Will find the fiddler gone  
And all the music melted into musk.*

*Every Raffydiddle tune  
Will be shut up in the moon  
And none who seek will find his dark abode,  
But where the music thinned  
A creepy little wind  
Will ripple down the Raffydiddle road.*

*Mildred Plew Meigs in Child Life  
Child Life, Inc.; Berton June 1923  
Courtesy: Time for Poetry*



## SELF-CORRECTING EXERCISES FOR LESSON 30

page 2

READING

Lesson 30

1. "I'll be with you before you know it and I may even find that King of Saxony bird for you."

page 3

SPELLING

Lesson 30

1. generous (jen' ə r ə s)
2. senior (sēn yər)
3. structure (struk' chər)
4. figure (fig' yər) or (fig' ə r)
5. pleasure (plez' yər) or (plezh' ə r)
6. develop (di vel' ə p)
7. machinery (mə shēn' ə r ē) or (ma shēn ɛr ǐ)
8. dying (dī' ɪŋ)
9. dyeing (dī' ɪŋ)
10. pigeon (pij' ən)
11. garage (gə rāzh) or (ga rāzh)
12. iron (ī' ə rn)
13. mind (mīnd)
14. acres (ā' kərz)

page 5

LANGUAGE

Lesson 30

1. Moriavis like water beetles  
hum of mosquitos
2. hair is being compared to silk.  
soft as a feather

coat is being compared to the softness of a feather

page 7, 8

1. His father is not there to meet him.
2. He is an ornithologist.
3. He studies birds.
4. He is looking for the King of Saxony bird .
5. (a) Jigori - sergeant in the Armed Constabulary  
(b) Sir Hubert Murray - Lieutenant Governor of Papua  
(c) O'Malley - a Patrol Officer of Papua
6. He will accompany O'Malley who is out to capture some unruly savages.
7. He is going to capture some unruly savages.
8. They are native Papuans who had not been brought under government control.
9. What is the surprise for Chad going to be?

page 9

#### WORD SKILLS

1. 3 a bird of New Guinea, noted for its beautiful plumage (bird of paradise)
- 1 policeman (constabulary)
- 9 storehouse; warehouse (depot)
- 7 tomorrow; sometime (papuan) (dahori)
- 14 rejoicing; triumphant (exultant)
- 16 a strong safe place; a stronghold (fastness)
- 13 a hint; a **vague** notion (inkling)
- 5 a piece of cloth worn around the hip and between the thighs (loincloth)
- 8 tomorrow; sometime (Spanish) (mañana)
- 2 a person who studies birds (ornithologist)
- 15 having patches of two or more colors (pied)
- 12 possibilities (potential)
- 11 reputation; influence (prestige)
- 10 very small people (pygmies)

6 a tropical forest with an annual rainfall of at least 250 centimetres (rain forest)

4 firm and steadfast; strongly built (stalwart)

page 10

Lesson 30

2. New Guinea

page 11

LANGUAGE

Lesson 30

1. Life is being compared to a broken - winged bird.  
The figure of speech used is a metaphor.

It is not a simile because the comparison does not use as or like.

page 17

LANGUAGE

Lesson 30

1. The fog is being compared to a cat.

page 18

2. Yes

1. I saw the sea put on its dress.
2. I heard the trees begin to stir.
3. I heard the wind call out and say.
4. Green arms of pine and juniper.

Lesson 30 pages to be SENT IN FOR CORRECTION

Spelling page 4, 15, 16, 29

Language page 6, 12, 24, 31, 32

Reading pages 13, 14, 19, 20, 28

Word Skills pages 21, 22, 26, 27





## **ALBERTA DISTANCE LEARNING CENTRE**

### **MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS**

#### **1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:**

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

#### **2. POSTAGE REGULATIONS**

Do not enclose letters with lessons.

Send all letters in a separate envelope.

#### **3. POSTAGE RATES**

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.



2. Read the chapter entitled Tungom, pages 453-460. Then answer the following questions in complete well-thought out sentences.

1. Why did the travelers stop in the village of Tungom?

---

---

---

---

2. What change will soon take place in their method of travel?

---

---

---

3. Why will the change be necessary?

---

---

4. Underline the adjectives you would use to describe the attitude of the natives toward the travelers this far?

*friendly      hostile      co-operative*

5. Do you think this type of attitude will continue? \_\_\_\_\_  
Why or why not?

---

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---

---

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---





Find the map of Canada in your atlas.

Print the name of each province and its capital city on the map below. Print the names of the two territories and their capitals. Do your printing neatly.



## LANGUAGE

## Review of Figures of Speech

You have learned that a *simile* is a comparison which uses *as* or *like*.

1. Find one *simile* from each of the pages indicated and write it in the space provided. The first one is done for you.

Page 453: like an inescapable eye

Page 454: \_\_\_\_\_

Page 458: \_\_\_\_\_

Page 460: \_\_\_\_\_

Page 463: \_\_\_\_\_

Do you remember what a *metaphor* is? It is a comparison which does not use *as* or *like*.

What do we call the figure of speech in which inanimate (non living) objects are spoken of as if they are alive? If you said *personification*, you are quite right.

The fourth figure of speech that you studied last week is called *onomatopoeia*. Onomatopoeia is the name given to words that imitate; like *splish - splash*, *tick - tock*.

2. In the space provided, write the name of the figure of speech that you find in each of these sentences.

"You are real brick," the lady said to the brave little boy.

---

The kitten's fur is as soft as silk.

---

The water faucet gurgled and dribbled all night.

---

The cold crept in through every crack in the old house.

---

## SECOND DAY

## READING

The Rain Forest, pages 427-491

1. Read the title of Chapter 4 on page 461. In this chapter you will meet the character whose picture is shown at the top of the page.

Do you know what a *renegade* is? In the space below, write the definition given in your dictionary.

*renegade* (ren' ə gād) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Read all of Chapter 4 pages 461-468, to find out who the renegade is and what part he plays in Chad's adventure, as the party travels farther up the Lakemanu River.

When you have finished reading the chapter, complete the following exercise.

What is the renegade's name? \_\_\_\_\_

Write three adjectives that would describe his character traits.

\_\_\_\_\_

3. Choose the correct word from the story to complete each of these sentences. If you have difficulty, think of the context in which one or both of the words were used in the story. You may use your dictionary.

The detective captured the treacherous \_\_\_\_\_  
who had murdered the guard.

(fiends, friends) page 434

The shortstop didn't \_\_\_\_\_ the ball.

(catch, ketch) page 437

Alison will not \_\_\_\_\_ her position as captain of the basketball team.

(relinquish page 462, replenish page 439)

The \_\_\_\_\_ between the two teams was obvious as they competed for the trophy.

(rivalry, revelry) page 460

After weeks of batting practice Tom became the best \_\_\_\_\_ on the team.

(sluggard, slugger) page 461

## WORD SKILLS

## Understanding Words from Your Reader

Write the number of each word from the list beside its definition below.

- |                  |                      |
|------------------|----------------------|
| 1. barbaric      | 11. gibberish        |
| 2. lories        | 12. lumbago          |
| 3. gesticulating | 13. malaria          |
| 4. muscular      | 14. bandicoot        |
| 5. levity        | 15. crescendo        |
| 6. ocher         | 16. incomprehensible |
| 7. dimensions    | 17. uncanny          |
| 8. insignia      | 18. laggard          |
| 9. banter        | 19. scrupulously     |
| 10. sluggard     | 20. cockatoo         |

- \_\_\_\_\_ a large brightly colored parrot
- \_\_\_\_\_ gradual increase in force or loudness
- \_\_\_\_\_ crudely rich or splendid
- \_\_\_\_\_ playful teasing, joking
- \_\_\_\_\_ a small rat-like animal of Australia that carries its young in a pouch
- \_\_\_\_\_ lack of proper seriousness
- \_\_\_\_\_ pain in the muscles of the lower part of the back
- \_\_\_\_\_ person who moves too slowly or falls behind
- \_\_\_\_\_ small brightly colored parrots
- \_\_\_\_\_ having well developed muscles
- \_\_\_\_\_ a disease that causes chills, fever and sweating
- \_\_\_\_\_ making motions to show ideas or feelings
- \_\_\_\_\_ senseless chatter; rapid indistinct talk
- \_\_\_\_\_ size, extent





- \_\_\_\_\_ impossible to understand
- \_\_\_\_\_ medals, badges or other marks of a position or of some honor
- \_\_\_\_\_ strange and mysterious; weird
- \_\_\_\_\_ attending thoroughly to details; very careful
- \_\_\_\_\_ a lazy, idle person
- \_\_\_\_\_ various earths ranging in color from yellow to orange brown and red used as pigments

LANGUAGE

Unity In Your Written Reports

When you write a paragraph do you always remember to write a topic sentence? Does each sentence in your paragraph tell something about that topic? It should.

When writing stories or reports that have more than one paragraph, the same rule applies. Each paragraph must tell something more about the same topic.

For your language lesson today I should like you to write a report on this topic:

My Best Friend

Your finished report should be about one page in length and consist of three paragraphs.

Write your rough copy today. Be sure to write one paragraph under each subtopic given.

My Best Friend

*name and physical appearance*

---

---

---

---

---

*personality including character traits*

---

---

---

---

*something special that makes this person your very best friend*

---

---

---

---

---

---

---



THIRD DAY

READING

The Rain Forest, pages 427-491

1. What exciting thing had happened at the end of Chapter 4 page 468? If you do not remember, scan page 468 again. Then write your answer below.

---

---

Who had stayed behind to guard the food supply?

---

2. Look at the title of the new chapter. What does *ambush* mean?

---

Why do you think the creek would have been given that name?

---

---

3. Read to the end of page 479 to find out what further adventures Chad experiences as he travels farther into the interior of New Guinea.

When you have finished reading the chapter complete the following exercises.

1. List four types of warfare practiced by the Kuku-kukus.

1. 

---
2. 

---
3. 

---
4. 

---

2. Why did the Patrol Officer order all the canoes destroyed?

---

---

---

3. How did he plan to get the party back down the river again?

---

---

---

4. What was in the box that Kaiva stole?

---

---

5. What disease overcame Chad?

---

---

6. What treatment did O'Malley give him?

---

---

SPELLING

Place Names of Canada

1. Which provinces touch the Atlantic Ocean?

---

---

---

---

---

2. Which provinces are islands?

---

---

3. Which province touches the Pacific Ocean?

---

4. Write the names of the territories?

---

---

5. Which are the three prairie provinces?

---

---

---

6. Which are the maritime provinces?

---

---

---

---

7. In which province is the national capital located? \_\_\_\_\_

8. What is the name of Canada's national capital? \_\_\_\_\_
9. Trial Test. In the space provided write your difficult words.

---

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---

---

---

---

Study all your spelling words.

Starting with British Columbia, say the name of each province and its capital city in the order they are found on the map. Practice until you can say them without hesitation. Say them for your supervisor.







FOURTH DAY

READING

The Rain Forest, pages 427-491

Chad has had many interesting and some frightening experiences in the jungle. He has also met many unforgettable people.

- 1. What new character was introduced in Chapter 5, Ambush Creek?

\_\_\_\_\_

- 2. Describe the interior of the old miner's home (page 476).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3. Which of the following terms describe McKay's character correctly. Circle them.

optimistic	a dreamer	stingy
pessimistic	a doer	generous

The final chapter of the story promises to be an exciting one.

- 4. What people do you expect to attack the party?

\_\_\_\_\_

How do you think the story will end?

\_\_\_\_\_

\_\_\_\_\_

Read all of Chapter 6, Attack, to see if your guess is correct.

When you have finished reading the final chapter complete the following exercises.

1. Why do you think the portion of The Rain Forest chosen for Cavalcades ends with this chapter?

---

---

---

2. How would you have felt if the selection had ended with the chapter, Ambush Creek?

---

---

---

3. What questions do you still have about Chad's trip? Write one.

---

---

---

## WORD SKILLS

## Understanding Words from Your Reader

Copy the number of each word from the list beside its definition below.

- |              |                |
|--------------|----------------|
| 1. compound  | 11. grisly     |
| 2. Croesus   | 12. mummified  |
| 3. Klondike  | 13. quinine    |
| 4. berated   | 14. delirium   |
| 5. nettled   | 15. marionette |
| 6. emaciated | 16. cubicle    |
| 7. chamois   | 17. geology    |
| 8. ague      | 18. forboding  |
| 9. memento   | 19. forge      |
| 10. gibbet   | 20. blighters  |

\_\_\_\_\_ a fit of shivering; a chill

\_\_\_\_\_ scolded sharply

\_\_\_\_\_ rascals; fellows; chaps

\_\_\_\_\_ an ancient rich king of Asia Minor from 560 to 546 B.C.

\_\_\_\_\_ an enclosed yard with buildings in it

\_\_\_\_\_ a soft leather made from the skin of sheep, goats, deer etc.

\_\_\_\_\_ a region in Northwestern Canada famous for its gold fields

\_\_\_\_\_ something that serves as a reminder or remembrance

\_\_\_\_\_ dried or shrivelled up

\_\_\_\_\_ a small doll or puppet moved by strings

\_\_\_\_\_ irritated; provoked

\_\_\_\_\_ a very small room or compartment

\_\_\_\_\_ <sup>1</sup>a place with fire where metal is heated and hammered into shape <sup>2</sup>move forward slowly but steadily

\_\_\_\_\_ an upright post with a projecting arm at the top from which the bodies of criminals were hung after hanging; gallows

SEND FOR CORRECTION



- \_\_\_\_\_ a bitter medicine once widely used for treating colds, malaria and fevers
- \_\_\_\_\_ frightful; horrible; ghastly
- \_\_\_\_\_ a science that deals with the earth's crust
- \_\_\_\_\_ a feeling that something bad is going to happen
- \_\_\_\_\_ unnaturally thin or wasted away
- \_\_\_\_\_ a temporary disorder of the mind that often occurs during fevers

## LANGUAGE

## Using What You Have Learned

Show your teacher what you have learned about unity by writing a story or report on any topic you choose.

Write your rough copy today. You will follow the method shown in the second day of this lesson but today you will think of your own subtopics.

Your finished copy should be approximately one page in length and contain two or three paragraphs.

Write your rough copy on the following page under subtopics as you did your last report.

If you cannot decide on a topic to write about, here are some suggestions:

My Best Holiday

Interesting Birds

Mini Bikes

Caring for a Pet







FIFTH DAY

READING

The Rain Forest, pages 427-491

Now that you have finished reading about Chad's adventures I am sure you have formed some opinions about the story.

1. Show your teacher how well you can express these opinions by answering the following questions in well constructed sentences.

1. Would you like to have been Chad? \_\_\_\_\_

Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Which of Chad's experiences did you find:

- the most frightening? \_\_\_\_\_  
\_\_\_\_\_

- the most interesting? \_\_\_\_\_  
\_\_\_\_\_

- the most amusing? \_\_\_\_\_  
\_\_\_\_\_

3. What part of jungle travel do you think you would find most pleasant?

\_\_\_\_\_  
\_\_\_\_\_

4. What part do you think you would find most unpleasant?

\_\_\_\_\_  
\_\_\_\_\_

5. Which of Chad's adventures would you like to share with a friend? Tell the name of this friend and why you would particularly enjoy this experience together.

---

---

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---

---

SPELLING

As your supervisor says each word, write it in the space provided.

- |           |           |
|-----------|-----------|
| 1. _____  | 13. _____ |
| 2. _____  | 14. _____ |
| 3. _____  | 15. _____ |
| 4. _____  | 16. _____ |
| 5. _____  | 17. _____ |
| 6. _____  | 18. _____ |
| 7. _____  | 19. _____ |
| 8. _____  | 20. _____ |
| 9. _____  | 21. _____ |
| 10. _____ | 22. _____ |
| 11. _____ | 23. _____ |
| 12. _____ | 24. _____ |

\_\_\_\_\_

Supervisor's Signature



## SELF-CORRECTING EXERCISES FOR LESSON 31

pages 9, 10

## WORD SKILLS

Lesson 31

- 20 - a large brightly colored parrot (*cockatoo*)
- 15 - gradual increase in force or loudness (*crescendo*)
- 1 - crudely rich or splendid (*barbaric*)
- 9 - playful teasing, joking (*banter*)
- 14 - a small rat-like animal of Australia that carries its young in a pouch. (*bandicoot*)
- 5 - lack of proper seriousness (*levity*)
- 12 - pain in the muscles of the lower part of the back (*lumbago*)
- 18 - person who moves too slowly or falls behind. (*laggard*)
- 2 - small brightly colored parrots (*lories*)
- 4 - having well developed muscles (*muscular*)
- 13 - a disease that causes chills, fever and sweating (*malaria*)
- 3 - making motions to show ideas or feelings (*gesticulating*)
- 11 - senseless chatter; rapid indistinct talk (*gibberish*)
- 7 - size; extent (*dimensions*)
- 16 - impossible to understand (*incomprehensible*)
- 8 - medals, badges or other marks of a position or some honor (*insignia*)
- 17 - strange and mysterious, wierd (*uncanny*)
- 19 - attending thoroughly to details; very careful (*scrupulously*)
- 10 - a lazy idle person (*sluggard*)
- 6 - various earths ranging in color from yellow to orange brown and red used as pigments (*ocher*)

page 15, 16

## SPELLING

Lesson 31

1. Quebec, New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland
2. Prince Edward Island, Newfoundland
3. British Columbia
4. Yukon, Northwest Territories
5. Alberta, Saskatchewan, Manitoba
6. New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland
7. Ontario
8. Ottawa

**Lesson 31 pages to be SENT IN FOR CORRECTION**

Reading	pages 1, 2, 7, 8, 13, 14, 19, 20, 25, 26
Spelling	pages 4, 27
Language	pages 5, 6, 17, 18, 28
Word Skills	pages 21, 22



**LESSON RECORD FORM**

**0601 Language Arts 6 Unit 3**

Revised 89/03

Parent's or Supervisor's Comments:

**For School Use Only**

Assigned

Teacher: \_\_\_\_\_

Assignment

Code: \_\_\_\_\_

Graded by: \_\_\_\_\_

Lesson Grading

Language Arts:

Writing: \_\_\_\_\_

Reading: \_\_\_\_\_

Language: \_\_\_\_\_

Spelling: \_\_\_\_\_

Neatness: \_\_\_\_\_

Date Lesson Received:

Lesson Recorded: \_\_\_\_\_

Signature

Apply Lesson Label Here

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Postal Code \_\_\_\_\_

*Please verify that preprinted label is for correct course and lesson.*

**For Student Use**

(If label is missing or incorrect)

File Number:

\_\_\_\_\_

Lesson Number: \_\_\_\_\_

Date Lesson Submitted:

\_\_\_\_\_

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

## **ALBERTA DISTANCE LEARNING CENTRE**

### **MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS**

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- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

#### **2. POSTAGE REGULATIONS**

Do not enclose letters with lessons.

Send all letters in a separate envelope.

#### **3. POSTAGE RATES**

First Class

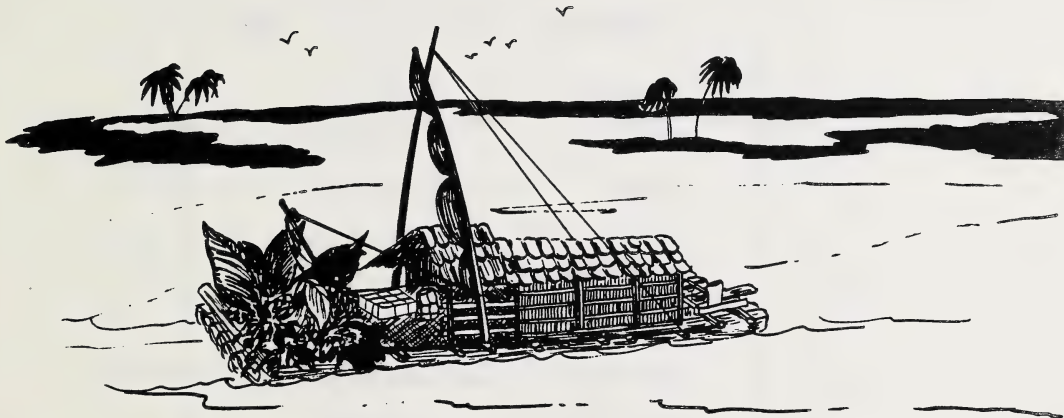
Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

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## FIRST DAY

## READING

The Rain Forest, pages 427-491**Heyerdahl's raft - The Kon-Tiki**

I hope you have enjoyed reading the first six chapters of Armstrong Sperry's novel, The Rain Forest. Did you find it interesting to read about a land as different from Canada as New Guinea is?

In this week's reading lesson you will learn something of the geography and history of Polynesia, Micronesia and Melanesia. You will also learn some differing ideas as to how these islands became populated more than one thousand years ago.

1. To give you a better idea of where these south sea islands lie in relation to each other, study the map on page 108, Think-and-Do, and complete the exercises according to instructions given at the top of the page. Send page 108 for correction.
2. Read The Kon-Tiki Voyage on page 116 and Opposing Theories on page 117 of the Think-and-Do Book. Then complete the exercises on page 118 and send them for correction.



2. Cross out each silent consonant in the following words.

eighth

straight

handkerchief

Wednesday

often

February

3. Which word from the list rhymes with each of these?

sleeve \_\_\_\_\_

hood \_\_\_\_\_

late \_\_\_\_\_

Britain \_\_\_\_\_

4. Which word is a homonym of *through*?

\_\_\_\_\_

Write one sentence in which the two homonyms are used correctly.

\_\_\_\_\_

\_\_\_\_\_

Check your work with the answers given at the end of Lesson 32.

LANGUAGE

Writing a Character Sketch

Chad met many different characters as he travelled to meet his father. Of the people he met which did you find most interesting?

Throughout the Grade 6 Language Arts Course, you have had several occasions to write words describing character traits of real or imaginary people in your reader. Today I should like you to put your best descriptive words to work again as you write a character sketch of one of the interesting people you met in The Rain Forest!

A character sketch is a description of a person.

It should mention the person's character traits.

It should tell something about his background, his habits and his special qualities.

Write a character sketch of about one-half page about ONE of the following:

O'Malley

Kaiva

Jigori

McKay

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## SECOND DAY

## READING

The Rain Forest, pages 427-491

Last day you read several different theories of how the first Polynesians came to inhabit the islands more than 1000 years ago.

About 200 years ago an explorer named Captain James Cook set sail from England to learn more about these unexplored islands.

Read about Cook's voyage on page 109 in the Think-and-Do Book.

1. Following the instructions given, carefully trace the path of Cook's ship, the Endeavor, on the map on page 108.
2. The tropical coconut palm is known as "the wealth producer of the Pacific Island". Read about this useful plant on page 110, in the Think-and-Do Book and complete the exercise according to the instructions given.
3. An unusual bird of the south Pacific regions is the *cassowary*.

Carefully read page 111 and complete the exercises on page 112 without looking back at the story.

## WORD SKILLS

## Using the Glossary

For many of your Word Skills exercises you have used the glossary in the back of Cavalcades.



Turn to pages 120 - 121 in the Think-and-Do Book. Complete the exercise on these pages using the glossary in the Think-and-Do Book. Send pages 120 and 121 for correction.









THIRD DAY

READING

The Cassowary and the Crocodile, page 113 Think-and-Do Book

The story in your reading lesson today is a folk-tale from New Guinea. It is a story about a large ostrich-like bird and the crocodile, and the conflict between them.

1. Read the story carefully. Then answer the questions on page 114 without looking back at the story. Send page 114 for correction.
2. The story The Cassowary and the Crocodile is really a myth. Which one of these mysteries of nature does the story explain?

- why cassowaries don't fly
- why crocodiles float on the surface of the water
- why sago is white

3. How else might this myth have ended? Write a paragraph of several sentences to replace the final paragraph given on page 113.

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4. The illustrations on page 115 of the Think-and-Do Book show several examples of New Guinea art. Look carefully at each illustration. Read the paragraphs at the bottom of the page and write the number of each illustration in front of the paragraph that tells about it. Send page 115 for correction.

## SPELLING

## Some Commonly Misspelled Words

1. Write the word from your spelling list that best fits each space in the paragraph below. You will use every word except one.

Uncle Orest had \_\_\_\_\_ to invite Mike and me to spend a few days with him at his trapper's cabin. We decided to go \_\_\_\_\_ because we did not \_\_\_\_\_ get an invitation and we thought Uncle Orest would \_\_\_\_\_ be \_\_\_\_\_ if we did not come. What a treat it would be to have five whole days without \_\_\_\_\_ or school work! At 8 a.m. on \_\_\_\_\_, \_\_\_\_\_, we said \_\_\_\_\_ to our family and started on our long hike. We had decided to go \_\_\_\_\_ through the woods instead of travelling the longer way around by road. By ten o'clock we had \_\_\_\_\_ covered one \_\_\_\_\_ of the distance. We hiked all day through the snowy woods and at sunset we feared that we were lost. We \_\_\_\_\_ scarcely \_\_\_\_\_ our eyes when we saw the cabin ahead of us! Then Uncle Orest \_\_\_\_\_ open the door and welcomed us inside.

2. Trial Test: Write your incorrect words in the space below.

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Study all your words.







## FOURTH DAY

## READING

The Rain Forest, pages 427-491

Today, let us think about some of the characters in Armstrong Sperry's story. The author has artfully created each personality to add excitement and interest to the plot. The following exercise will give you a better understanding of each character's contribution to the adventure.

Think carefully about each of the following questions. Then write complete sentence answers in the spaces provided.

1. Which character was most like Chad?

---

---

2. Which man was most important to the success of the journey?

---

---

3. Which character was a troublemaker?

---

---

4. How did Kaiva make the story more interesting and exciting?

---

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5. Who was the comedian of the story?

---

---

6. Who represented all the admirable qualities of the A.C.'s?

---

---

7. Which person through his actions showed how friendly and kind, Papuan tribe leaders can be?

---

---

8. Which inhabitant of the New Guinea wilderness was not a native?

\_\_\_\_\_ How did he add interest to the story?

---

---

---

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---

---

9. The Rain Forest is the story of three quests.

1. the father's search for the King of Saxony bird
2. O'Malley's quest of the Kuku-kukus
3. Chad's hope of reuniting with his father

At the end of this novel which quest has been completed?

- CHECK YOUR WORK ON Pages 15 and 16 WITH THE ANSWERS AT THE END OF LESSON 32.

10. Complete pages 122 and 123 in the Think-and-Do Book following the instructions that are given and send it in for correction.



## WORD SKILLS

## A Visit To The South Seas

Have you ever visited a South Sea Island? \_\_\_\_\_ If you should visit there, the food, animals and native customs will likely seem very strange to you.

To learn about some South Seas customs, turn to page 119 in your Think-and-Do Book. Read the dictionary entry words. Complete each sentence with the correct word. Only one word will fit each blank. Send page 119 for correction.

## LANGUAGE

## A Book Review

Write a review about The Rain Forest or some other book you have read recently.

When writing your review you should follow these rules:

1. Tell the title of the book and what it is about.
2. Tell the name of the author and any interesting facts you know about him.
3. Tell enough about the book so that others will know if they will enjoy reading it.
4. Don't give away the climax or the ending.
5. Tell whether or not you liked the book and why.

Write your proofread review on the following page.







## FIFTH DAY

## READING

The Rain Forest, pages 427-491

Look carefully at the illustrations in The Rain Forest. What do you notice about all the pictures?

---

---

Which illustration do you like the best? \_\_\_\_\_

---

Today your teacher would like you to make a drawing which shows your thoughts of what Chad saw as he travelled into the heart of New Guinea.

You may use paint and crayon and make your drawing very colorful.

OR

You may make your drawings in black and white as the author has done. Use the art paper which is enclosed.

Send your drawing for your teacher to see.



















SPELLING

As your supervisor says each word write it in the space provided.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

## SELF-CORRECTION EXERCISES FOR LESSON 32

page 3

2. eighth                      straight  
handkerchief              Wednesday  
often                          February
3. sleeve - believe  
hood - could  
late - straight  
Britain - written
3. through - threw  
He threw the ball through the window.

page 12

SPELLING

Lesson 32

1. written, immediately, often, probably,  
disappointed, studying, Wednesday, February eighth (or  
twelfth), good-bye, straight, already, twelfth (or  
eighth), could, believe, threw

page 15

READING

Lesson 32

Remember that all answers should be in complete sentences.

1. Jigori's son, Natua, was most like Chad.
2. O'Malley was probably the most important man to the success of the journey.
3. Kaiva was a troublemaker.
4. Kaiva made the story more interesting by running away.
5. Joe Currey was the comedian of the story.

page 16

6. Jigori represented all the admirable qualities of the A.C.'s.
7. Samari showed how friendly and kind Papuan tribe leaders can be.
8. McKay told how Ambush Creek had got its name. McKay seems to add a warm and friendly feeling to the otherwise foreboding jungle wilderness.
9. 3 (Chad's hope of reuniting with his father became reality.)

**Lesson 32 pages to be SENT IN FOR CORRECTION**

Language	pages 5, 6, 10 (and illustration), 14, 19, 24
Reading	pages 11, 21, and Think and Do pages 108, 118, 119, 120, 121, 122, 123
Spelling	page 25

**LESSON RECORD FORM**  
**0601 Language Arts 6 Unit 3**  
Revised 89/03

Parent's or Supervisor's Comments:

**For School Use Only**

Assigned  
Teacher: \_\_\_\_\_

Assignment  
Code: \_\_\_\_\_

Graded by: \_\_\_\_\_

Lesson Grading  
Language Arts:  
Writing: \_\_\_\_\_  
Reading: \_\_\_\_\_  
Language: \_\_\_\_\_  
Spelling: \_\_\_\_\_  
Neatness: \_\_\_\_\_

Date Lesson Received:

Lesson Recorded: \_\_\_\_\_

**For Student Use**

(If label is missing  
or incorrect)

File Number:

Lesson Number: \_\_\_\_\_

Date Lesson Submitted:

**Grading Scale:**

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Postal Code \_\_\_\_\_

Please verify that preprinted label is for  
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

## **ALBERTA DISTANCE LEARNING CENTRE**

### **MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS**

#### **1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:**

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

#### **2. POSTAGE REGULATIONS**

Do not enclose letters with lessons.

Send all letters in a separate envelope.

#### **3. POSTAGE RATES**

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

This World of Men - A Review

Today you begin your final Grade 6 Language Arts lesson. Congratulations! Does it make you feel very grown-up and proud? I hope it does.

Since this is your last reading lesson, it will be a review of all the units in Cavalcades. Isn't it interesting to think back to all the real and imaginary characters you met during the school year?

Turn to the Table of Contents. Read the titles under the unit, This World of Men. Find this section in your reader and scan the stories before you begin the following exercises.

You will notice a numeral in the left-hand margin beside each exercise. This tells the number of points it is worth. Think about each exercise carefully before you write your answer. Good luck!

Marks

- 1. Which is your favorite selection in this unit?

1

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- 2. Write a paragraph of about three sentences telling why it is your favorite.

---

---

---

3

---

3. Which story in this unit had its setting in each of these places.

South Africa \_\_\_\_\_

Ireland \_\_\_\_\_

India \_\_\_\_\_

Japan \_\_\_\_\_

Egypt \_\_\_\_\_

America 1. \_\_\_\_\_

7 2. \_\_\_\_\_

4. Which three stories are narrated by boys?

1. \_\_\_\_\_

2. \_\_\_\_\_

3 3. \_\_\_\_\_

5. What is the name given to the poems on page 59?

1 \_\_\_\_\_

6. What are haiku's usually written about?

2 \_\_\_\_\_

17



## SPELLING

## A Review

Your final spelling lesson contains fifty words which you have studied in Lessons 1-32. Here are the first 25.

tramp	eighth
size	wrinkle
sweep	cloudy
divide	government
length	action
bury	unknown
tractor	squeeze
mountain	principal
caught	curtain
model	alley
hygiene	president
success	gymnasium
machinery	

Study the words. In the space below write the ten words that you find most difficult.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## LANGUAGE

## A Review

Your language lesson this week will be a review of some of the concepts you have studied in Lessons 1-32.

Show your teacher how well you know the parts of speech by completing the following exercises.

*Marks*

1. Study each sentence. Then write each word under the part of speech it is used as in the sentence.

1. Light blue clouds sail through blue skies.

Noun

Verb

Adjective

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adverb

Preposition

\_\_\_\_\_

\_\_\_\_\_

7

2. Jim and Jane walked to school with her.

Noun

Verb

Pronoun

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Preposition

Conjunction

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7



4. Write another example of each of the four kinds of sentences, showing correct punctuation.

declarative \_\_\_\_\_  
\_\_\_\_\_

interrogative \_\_\_\_\_  
\_\_\_\_\_

imperative \_\_\_\_\_  
\_\_\_\_\_

exclamatory \_\_\_\_\_  
\_\_\_\_\_

8

35

SECOND DAY

READING

They Came To Canada - A Review

Skim the stories listed in this unit in the Table of Contents.

Marks

1. Which story tells about a family who came to Canada from the Ukraine?

1 \_\_\_\_\_

2. Which story told of the potato famine in Ireland?

1 \_\_\_\_\_

3. In which story is a dog the heroine?

1 \_\_\_\_\_

4. Which story is about a black slave family who escapes to Canada?

1 \_\_\_\_\_

5. Which 2 stories gave you a feeling of fear as you read them?

2 \_\_\_\_\_  
\_\_\_\_\_

6. Which one of these words best describes all the main characters in these stories.

1                    impudent            imminant            immigrant

7. Who is your favorite character in the stories in this unit?

1 \_\_\_\_\_

8. Write a character sketch describing this person.

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4

9. Do you agree with the author of the poem "To Have Nothing at All," page 150?

1

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10. Write several sentences telling why you agree or do not agree with this point of view.

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4

17

WORD SKILLS

Dictionary Skills

Marks

1. Arrange these words in alphabetical order:

publish	publication	publicity
public	publicly	puberty

1. \_\_\_\_\_ 4. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_

2 3. \_\_\_\_\_ 6. \_\_\_\_\_

2. Show the pronunciation of each of these words.

trough \_\_\_\_\_ through \_\_\_\_\_

2 tough \_\_\_\_\_ thorough \_\_\_\_\_

3. Divide each of these words into root word, prefix and suffix.

	root word	prefix	suffix
unlikely	_____	_____	_____

9	disinterested	_____	_____	_____
---	---------------	-------	-------	-------

	preschooler	_____	_____	_____
--	-------------	-------	-------	-------

4. The following words are derived from the word *calculate*. Use each word in the proper place in the paragraph below. Use your dictionary to find the meaning of any word you do not know.

calculation, calculating, calculus, calculator,  
calculates, calculated

Bob is a very \_\_\_\_\_ boy. His grandfather gave him a \_\_\_\_\_ for his birthday. Bob \_\_\_\_\_ that by charging his older brother twenty-five cents for each \_\_\_\_\_ problem he solves, he will soon have three dollars. What Bob doesn't know is that his brother has already \_\_\_\_\_ that this is the exact amount Bob owes him for doing Bob's chores last week. My \_\_\_\_\_ shows that Bob is in for a big surprise!

6

5. In each of these words, mark the accented syllable.

action

candy

creamy

delay

organize

create

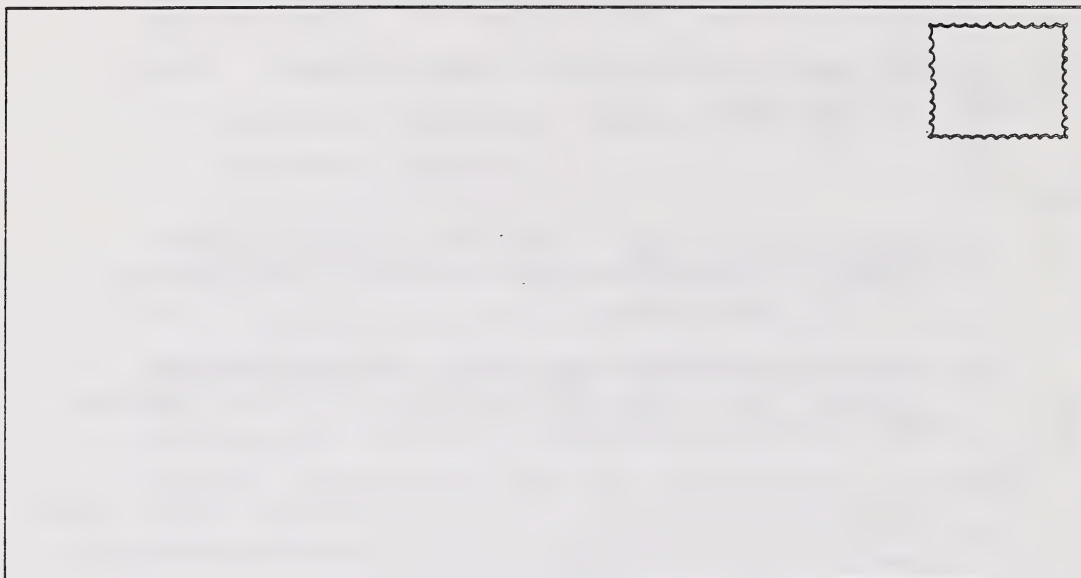
6

25





2. Address an envelope for your business letter.



5

Send your letter and your envelope for your teacher to see.

---

20

THIRD DAY

READING

Round Earth and Open Sky - A Review

Quickly skim the stories in this unit beginning on page 66. Then complete the following exercises. Give good, complete sentence answers.

Marks

- 1. Which story tells of a friendship between people and a wild animal?

1 \_\_\_\_\_

- 2. Which story tests a boy's ability to cope with the natural forces in his environment?

1 \_\_\_\_\_

- 3. Which story tells about the unusual experience of two young scuba divers?

1 \_\_\_\_\_

- 4. Which selection gives scientific information about the planet nearest Earth?

1 \_\_\_\_\_

- 5. Who was the first American in space?

1 \_\_\_\_\_

- 6. Whose experience would you rather have had; Joy Adamson's or Alan Shepard's ?

1 \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

7. Which characters in Round Earth and Open Sky showed these character traits: (Name two for each trait)

bravery \_\_\_\_\_

2 \_\_\_\_\_

presence of mind \_\_\_\_\_

2 \_\_\_\_\_

resourcefulness \_\_\_\_\_

2 \_\_\_\_\_

concern for others \_\_\_\_\_

2 \_\_\_\_\_

8. Which character in this unit do you most admire?

\_\_\_\_\_ Why? \_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Which figure of speech is the poem "Wind Wolves" an example of?

1 \_\_\_\_\_

## SPELLING

## Review

Here are twenty-five more words that many Grade 6 students find difficult to spell.

irrigate	journey
insecticide	anxious
discipline	patient
stomach	ocean
scissors	mystery
garage	attractive
generous	separate
iron	signal
disappointed	public
straight	pour
twelfth	union
written	listen
senior	

Don't let these words catch you! Study all of them.

Write the ten words you think are most difficult.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## LANGUAGE

## An Unusual Experience

Imagine that you have been shopping at a large department store. Somehow the store has closed for the weekend and you are locked inside.

Write a story about the adventure you have there in the dark building.

Write 4 paragraphs.

Paragraph 1 - How do you get locked in? What are you doing?  
Is anyone else with you?

Paragraph 2 - Once you know that you are locked in and have time to explore the store, what do you do?

Paragraph 3 - Realizing that the caretaker may not come back for two days, you plan your escape. How will you get out? Describe your plan in detail.

Paragraph 4 - Does your plan work? Tell why or why not. What happens when you finally get out? Write an interesting conclusion.

Write your rough copy today. Use as many descriptive words as you can to describe your feelings and emotions during this unusual experience. Be as imaginative and creative as you can.

Total marks for the story - 60







FOURTH DAY

READING

Dreamers and Doers - A Review

Marks

- 1. Look over the selections in this unit. Underline the term that best describes all of these stories.

1                      fiction                      science-fiction                      biography

- 2. Which one of these Canadian Dreamers and Doers do you think is most famous?

---

Why do you think he is the most famous?

---



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---

4

- 3. Whose experience in this unit would you least enjoy having?

---

Dr. Grenfell	Marilyn Bell
Edmund Bradwin	W. D. Lawrence

Why?

---



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5

10

## WORD SKILLS

## Understanding Words In Context

The meaning of each italicized word can be found in the glossary.

*Marks*

1. Without using the italicized word, rewrite each sentence without changing the meaning.

1. The speech seemed *interminable*.

---

---

2

2. The old lady walked *mincingly*.

---

---

2

3. Everyone *speculated* on the outcome of the election.

---

---

2

4. The injured man *writhed* in pain.

---

---

2

5. The immigrants were *destined* for Alberta.

---

---

2

2. Use the glossary to answer the following questions. Write the correct word in the space provided.

1. Which is used in calculating - an *abacus* or an *adobe*?

2

---

2. Which is a hiding place - a *caste* or a *cache*?

2

---

3. Which is the word for a child - a *billy* or an *urchin*?

2

---

4. Which is something to wear - a *yardarm* or a *loincloth*?

2

---

5. Is a hungry boy's appetite *voracious* or *diminutive*?

2

---

6. Would you go fishing for a *grouper* or a *laggard*?

2

---

7. Could a *queue* be attached to a *pate*?

2

---

8. Can *saffron* and *ochre* be nearly the same color?

2

---

9. Which is a Japanese poet - *Ah Chow* or *Basho*?

2

---







FIFTH DAY

READING

Legends, Myths and Other Tales - A Review

Look through the selections in this unit. Then complete the following exercises.

Marks

- 1. Write the name of one selection from this unit that is an example of each of the following:

science fiction \_\_\_\_\_

a play \_\_\_\_\_

a myth \_\_\_\_\_

4 a legend \_\_\_\_\_

- 2. Which was your favorite selection in this unit?

1 \_\_\_\_\_

Why did you enjoy it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4

3. Beside the name of each character write the number from the list which best describes him or her.

- 1. harsh, cruel \_\_\_\_\_ Pedrillo - the barber
- 2. nagging \_\_\_\_\_ Houghton Furlong
- 3. henpecked \_\_\_\_\_ John Canty
- 4. poetic \_\_\_\_\_ Peregil
- 5. deceitful \_\_\_\_\_ archy
- 6. gallant \_\_\_\_\_ Peregil's wife
- 7. curious \_\_\_\_\_ Pandora
- 8. inventive \_\_\_\_\_ Sir Gawain

8

4. Of all the selections in Cavalcades, who is your favorite author?

1

Find and write a descriptive sentence from this author's selection, which made it very special for you.

---



---



---

2

20



SPELLING

Spelling Test

*Marks*

50

- |           |           |
|-----------|-----------|
| 1. _____  | 14. _____ |
| 2. _____  | 15. _____ |
| 3. _____  | 16. _____ |
| 4. _____  | 17. _____ |
| 5. _____  | 18. _____ |
| 6. _____  | 19. _____ |
| 7. _____  | 20. _____ |
| 8. _____  | 21. _____ |
| 9. _____  | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ | 26. _____ |

27. \_\_\_\_\_

39. \_\_\_\_\_

28. \_\_\_\_\_

40. \_\_\_\_\_

29. \_\_\_\_\_

41. \_\_\_\_\_

30. \_\_\_\_\_

42. \_\_\_\_\_

31. \_\_\_\_\_

43. \_\_\_\_\_

32. \_\_\_\_\_

44. \_\_\_\_\_

33. \_\_\_\_\_

45. \_\_\_\_\_

34. \_\_\_\_\_

46. \_\_\_\_\_

35. \_\_\_\_\_

47. \_\_\_\_\_

36. \_\_\_\_\_

48. \_\_\_\_\_

37. \_\_\_\_\_

49. \_\_\_\_\_

38. \_\_\_\_\_

50. \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

## LANGUAGE

## Holidays Ahead

What a busy school year this has been! I am sure you are looking forward to a well-earned holiday.

For your final exercise, I should like you to make a drawing of what you would like to do during your holidays.

Your illustration may show a place where you have already holidayed or a place where you would like to have a holiday. It may be a far-away land or a favorite spot close to home.

Use the sheet of art paper for your drawing. You may use crayon or paint, but do make your drawing colorful! Make your illustrations large and color all of the page.

Write a sentence or two on the back of the picture telling about your ideal holiday spot. Send it for your teacher to see.

Have a happy holiday!















N.L.C. - B.N.C.



3 3286 10936410 5